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ABSTRACT

This guide for middle school health education teachers in Georgia first sets forth the state policies on the school's responsibility for student health, the general objectives of health education, and the purposes of school health services programs. Instructional units are provided for grades 5 through 8. Topics covered in the units include: (1) mental health; (2) nutrition; (3) drug use and abuse; (4) safety and first aid; (5) dental health; (6) family living; (7) disease prevention; (8) environmental and consumer health; and (9) health careers. For each unit, instructional methods are suggested, a general course description is given, and a course outline provided. Each educational objective has suggested performance indicators and matching instructional activities. A list of instructional resources includes media sources, textbooks, selected reading references, college and universities with degree programs in health and safety education, and organizations offering health education materials. Appendices include samples of health record keeping materials, steps to curriculum development, and suggested elements for a secondary education course guide. (JD)

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Health Education For Georgia Middle Grades

A Competency-based Approach

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Foreword

The Georgia Board of Education, working through the Georgia Department of Education, has taken major steps in recent years to improve the health of all Georgians.

The board in November of 1976 adopted a new policy for high school graduation which includes course requirements and competencies in health education. In 1980 the board adopted a new set of standards for Georgia public schools. New health education requirements for grades kindergarten through eight are stipulated in these standards.

This guide has been developed to provide assistance to local school districts as they plan and implement instructional programs to meet the requirements of the Georgia Board of Education and the health-related needs of students in the local school district.

We appreciate the time and effort given by the committee members and staff and commend them for this excellent publication. We are confident the guidelines presented here will help improve health education instruction throughout the state.

Charles McDaniel
State Superintendent of Schools

Division of Curriculum Services
Office of Instructional Services
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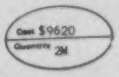
Charles McDaniel
State Superintendent of Schools
1982



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Preface

In recent years much emphasis has been placed on health education by health professionals, public health departments, voluntary health organizations, civic groups and interested citizens. The Georgia Department of Education has responded to this community concern by working closely with these groups and by providing assistance and resources to local school systems as they work to implement instructional programs.

This guide is the latest instructional resource for health education provided by the department. It uses the competency-based approach and is more specific than previous guides. Each objective has suggested performance indicators and instructional activities matched to it. We feel that specificity was necessary in this guide due to the shortage of trained and certificated health educators now employed by local systems.

We feel that this guide will be an exceptional resource for teachers as well as for curriculum planners and that it will lead to improved instruction for students in Georgia schools.

Lucille G. Jordan
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Office of Instructional Services

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Policies and Procedures

Area of Study

Health Education involves all individual experiences contributing to the development of desirable habits, attitudes, knowledge and skills related to individual, family and community health and safety.

Many people enjoy today a higher level of health and greater life span than in previous generations. This has been brought about primarily through the development of medical and dental research and technology, new drugs, improved public health services, improved and expanded health care services and health education. Despite these advances in medicine and personal health, millions of people are not living at an optimal level of health. Modern patterns of living have intensified health problems such as heart disease, obesity, dental disease, cancer, mental illness, alcoholism, drug addiction and venereal disease. To combat these health problems, a comprehensive health education program should be developed in each local school system to afford each student the opportunity to live at an optimal level of well-being and productivity.

The state high school graduation requirement for Carnegie Unit credit in Health and Safety is only one small part of a comprehensive K-12 health education program. It insures that every young Georgian receives learning opportunities necessary to prepare the student for a functional level of competence in the adult life role of an individual and that every student has basic knowledge and skills in mental and physical health as well as in safety, prevention and care situations.

The content areas in studying Health and Safety Education include the following.

Personal health habits
Human sexuality
Mental health
Nutrition
Alcohol, tobacco and drug use and abuse
Human growth and development
Disease recognition and prevention
Venereal disease
Consumer health
Dental health
Environmental health
First aid and emergency assistance
Safety (home, occupational, recreational, vehicular)
Community health
Health care services and resources
Health care career opportunities

General Objectives

1. Demonstrate knowledge of the human body, its basic systems and their functions.
2. Demonstrate knowledge of the relationship of a sound nutritional diet to physical and mental well-being.
3. Demonstrate knowledge of how to obtain health services in normal and emergency situations.
4. Recognize common individual and community health problems, their causes and prevention.
5. Demonstrate knowledge of relationship between leisure time activities and physical and mental health.
6. Demonstrate knowledge of risk factors affecting personal health, e.g., blood pressure, weight control, dietary and nutritional habits, dental disease, substance abuse (alcohol, tobacco, drugs), fitness and exercise.
7. Demonstrate a knowledge of individual self-awareness including understanding, accepting and asserting self, developing a positive self-image and setting personal goals, i.e., understanding feeling, clarifying values, role choices, responsibilities, needs, abilities, personal interest.
8. Demonstrate a working knowledge of emergency first aid procedures including choking, cardio-pulmonary resuscitation, bleeding control and dental injury.
9. Demonstrate knowledge of the physical, mental and emotional effects of substance abuse on the human body (alcohol, tobacco and drugs).
10. Demonstrate knowledge of the characteristics of communicable disease, their causes, modes of transmission and prevention procedures, including venereal diseases.
11. Demonstrate knowledge of the problem-solving processes, decision-making, skills, internal conflict management techniques and coping skills for developmental and situational crises.
12. Demonstrate a knowledge of family planning, parenting and parenthood, acceptance of responsibility for and consequences of sexual activity (birth control, abortion, male and female contraception responsibilities in family planning).
13. Demonstrate knowledge of parental responsibilities, including an awareness of negative feelings between child and parent, causes, incidences and definitions of child abuse and neglect.
14. Demonstrate knowledge of the physical and emotional effects of teenage or early pregnancy on the parent, child and society.
15. Demonstrate knowledge of the appropriate safety practices to follow in the home, on the job, in automobiles, on bikes and motor bikes and as a pedestrian.
16. Demonstrate knowledge of the prevalence of dental disease in the school age population.
17. Demonstrate knowledge of the cause, prevention and control of dental disease through individual and community efforts.

School Health Policies

The School's Responsibility for the Health of the Student

The public schools should help children and youth gain the understanding and develop the attitudes necessary for following good health practices throughout their lives. Health affects everything one does, and, in turn, everything one does affects one's health. Nationally, this responsibility was recorded when the Commission on the Reorganization of Secondary Education of the National Education Association put health as the first of the *Cardinal Principles of Education.*

More recently, in 1963, recommendations from the National Education Association Project on Instruction included health teaching among priorities for the school and recognized it as a distinctive responsibility of the school.

There are many Georgia laws and standards dealing with health problems in the public schools. One dealing with the teaching of health is as follows.

> *32-1901. State Board of Education to Prescribe Course of Study in Health and Physical Education. The Georgia State Board of Education shall prescribe a course of study in health and physical education for all grades and grade levels in the public school system and shall establish standards for its administration. Said course may include instruction in alcohol, smoking and health and drug abuse education and may occupy periods totaling not less than thirty (30) minutes per day in kindergarten through grade eight or equivalent grade levels. A manual setting out the details of such courses of study shall be prepared by or approved by the State Superintendent of Schools in cooperation with the State Board of Health and State Board of Education, and such expert advisors as they may choose.*

Furthermore, the *Curriculum Framework for Georgia Schools* states, "Although the home has the chief responsibility for the general health and well-being of the child, the school has a distinctive role in the nutritional, physical and mental welfare of the child . . ."

Physical Examination

Physical examinations on entering school and periodic examinations or health appraisals are recommended for every student. (See Appendices A and B). The school system may want to use the child health record included in the Appendices.

A systemwide policy should be established concerning required physical and dental examinations. The policy statement should contain

- the feasibility and thoroughness of physical and dental examinations;
- the frequency of reexamination;
- items and checks to be made in the physical and dental examinations;
- method of examination;
- recommended procedures for in school examinations and appraisals;
- careful follow-up procedures if school health appraisals are to contribute to the health and education of children and youth; the findings of the health appraisals should be used for making adaptations in the school program, interpreting health status to pupils and parents, and for motivating and securing correction of remediable defects.

All school personnel should have periodic health examinations. The school system should seek and make use of assistance from local health departments and medical and dental societies in formulating policy statements for the school system.

Record keeping should be shared by the teacher and all members of the school health services staff.

Smoking and Health

Systemwide policies should be formulated on smoking. Regulations on smoking should be a part of school board policy.

Proper consideration should be given to the surgeon general's report on the hazards of cigarette smoking, and school systems should discourage and if possible eliminate smoking.

Teachers and administrators should remember that example and practical illustration are two of the better techniques used in teaching, and that they may find difficulty in teaching the hazards of cigarette smoking while personally disregarding them.

If the system or school policy must include some provisions for allowing smoking by students, the use of parental permission statements would be an adequate system.

The School Health Committee and the Health Council

Every school should sponsor a health committee made up of students, teachers, nurses, administrators and maintenance staff. This group can resolve problems involving individual student needs and can contribute to the overall health needs of the school.

An effective school health program depends on community understanding and support. No school system can implement a sound health program alone. In the broad field of health the need constantly arises for assistance, up-to-date information and guidance from experts. The school administrator can coordinate the health activities of his staff with community health efforts by organizing the communitywide health council.

The communitywide health council, usually a committee of the PTA, provides an opportunity to bring together parents, teachers, school administrators, health department representatives, the medical and dental professions and volunteer health and social agencies. It provides a means for developing community understanding of school health procedures and for devising effective measures for improving the health of all students. However, the council only serves in an advisory capacity to the school staff and school administrators. Its function is to suggest policies rather than to make them.

Emergency Care and First Aid

Emergency care of students who become sick or injured at school or at school-sponsored functions is the responsibility of school personnel and an important part of school health services. The school administrator has the responsibility to develop definite written procedures and make them known to school personnel, to have needed first aid supplies and facilities, to keep a record and make a report of all accidents and know where to secure aid.

As a minimum standard each school should have at least two persons well-trained and certified in first aid who are readily available

- to give immediate care in time of emergencies;
- to obtain help from medical, dental or nursing personnel;
- to inform parents of the injury or illness (information such as names, addresses, phone numbers and name of family physician and dentist should be a part of the student's health record; refer to Appendix G for Accident Report Forms);
- to provide proper transportation if the student is to be moved or sent from school;
- to provide proper first aid supplies in quantity (refer to Appendix H for list of first aid supplies).

Teachers should understand the legal aspects of the school safety program in order to protect themselves from possible suit. If anything beyond first aid is provided there is always the possibility of legal liability. First aid should be limited to approved Red Cross procedures (refer to American Red Cross First Aid Handbook).

Each school building should be equipped as adequately as possible to give emergency care for injury or illness occurring at school. There should be an especially designated place, preferably a separate room or rooms, under the supervision of qualified persons.

Family Living, Personal Growth and Human Sexuality

Human sexuality, which involves growth and development as well as the complex drives associated with love and marriage, is the basis for many facets of behavior.

The study of human sexuality is a comprehensive and extensive study which should begin in the home and be supplemented by the church and the schools from elementary through senior high school.

The Georgia Department of Education feels that if the school becomes a medium of sex instruction the decision should be based entirely upon local determination of need and local support. Furthermore, each school's program should be adapted to the capacity, interests and training of its faculty. Program length and depth should be determined by the available resources in the community.

School officials should make every effort to inform and involve parents and interested community people in advance of proposed programs of human sexuality.

The study of human sexuality should not be an isolated or fragmented facet of education, but integrated into any appropriate area of the total school program where it can be taught by an adequately prepared faculty member. Emphasis should be carefully planned and written into the respective courses of study.

As a general rule, human sexuality instruction should be in mixed classes and the materials and methods of instruction adapted to the situation. Outside specialists should be used extensively. When a topic needs special emphasis for a single gender, it is generally more accepted for male and female students to meet separately. This policy is recommended for junior and senior high students and can extend downward to grade five in certain specialized instruction.

The evaluation of program and faculty should be on a continuing basis and the effectiveness of programs should be periodically appraised by local school administrators. Parents should be constantly informed of the content and process in the various classes.

Immunizations

The Georgia Department of Human Resources document, *Rules and Regulations for Immunizations of Children as a Prerequisite to Admission to School*, should be the basis for making local policies concerning immunizations before entering school.

Permission blanks should be used in all cases and complete records of the immunizations should be kept. Reports to and from the individual's private physician would be desirable.

Health Education Through School Health Services

A good health service program really helps the child achieve good health. It uses teacher observation, nurse consultation and all resources of the school, home and community. The child needs not only to have educational experiences that will be meaningful to his or her health education but to understand why these things affect health and growth.

The school health services program should have these major purposes.

- To stress the development of good attitudes and health habits as well as the acquisition of knowledge and understanding.
- To identify and record health needs and interest of children, adolescents and adults in relation to their physical and social environment.
- To be integrated with other phases of the school and community health programs—environmental health, health services, physical education and recreation.
- To demonstrate scientific knowledge and develop critical thinking which will result in intelligent self-direction.

Accurate records must be kept on the various aspects of the child's health. The resources of the local health departments and other official and voluntary agencies should be a part of the total school health program.

Health Services include

- cumulative records;
- physical examinations, ideally four times during a child's school experience, including vision and hearing tests.;
- dental examinations every six months;
- continuous teacher observation for detection of physical, emotional and social defects;
- provisions made to keep parents informed concerning the effective use of available services;
- control of communicable diseases by immunization, education and other preventative measures.

Essentials of Local Curriculum Guide

Sample Format

Concept	Objectives	Skills	Suggested Activities	Suggested Resources	Methods for Performance Appraisal
	General Objectives Enabling Objectives	Subject Area Thinking Study			

Instructional Units

The Need for Health Education

The status of one's health today and in the future is primarily one's own responsibility. How one approaches this responsibility will determine the degree of health. Today's society, with all the medical and scientific advances, allows individuals to live longer and healthier than ever before.

Each day, often without realizing it, we make many decisions that affect our health. For one to make intelligent health decisions, there are important concepts or ideas to understand. This is why health education is so important. It is the key to a greater understanding of one's self, one's mind and body and the choices one can make to improve and protect one's health.

One should be aware, too, that there are many unresolved health problems in our community, country and throughout the world. Finding ways of coping with these problems can enhance an individual's health as well as the health of others. Therefore, it is important to make decisions concerning one's own personal living habits which will contribute to and support the efforts of others in their quest for a positive health environment.

We hope that health education will have a positive influence on your students. Whether or not it does depends entirely upon how the students use the information presented.

Instructional Methods

1. **Small Group Activities**
   Many times students feel most comfortable working in small groups. This encourages individual participation and helps remove inhibitions some students might have. The key to the teaching process is to involve all students, not just the regulars who are always involved. Students learn many attitudes and values through group interaction with peers.

2. **Value Clarification Activities**
   The students should be analyzing and evaluating their values and attitudes. Are their values based on opinion or is there a reason they feel a certain way? Value clarification activities help the student to form foundations on which to base their feeling. The value clarification activities can be performed as games, small group discussions, brainstorming, class discussions or follow-up discussions.

3. **Role Playing**
   This is one aspect of education used too infrequently. Health education deals to a great extent with a person's attitudes and beliefs. Role playing helps the student learn through acting out situations. It helps promote understanding among different types of people who often have difficulty communicating. Role playing allows the student to make decisions and solve problems and deal with consequences of each. In the beginning the students may be inhibited toward this type activity, but they realize after a time that it is an interesting way to learn.

4. **Brainstorming**
   This is a technique used to create a flow of ideas. All ideas are taken into consideration and are not evaluated. The student needs to know that all ideas are taken without criticism. This gives the student a feeling of identity. The idea is to get the student thinking. A good method is to record all ideas, and follow up with discussion on each.

The Right to Privacy

Because there are many activities where students are asked for their opinion on personal issues, teachers should not correct and grade those activities. We recommend that these activities be graded as complete or incomplete only.

Fifth Grade

Notes to the Teacher

The guide is designed for use at the fifth grade level with an average class size of 25 students.

The course content and instructional activities assume a normal class mixture of both sexes. There is no need to separate the sexes for the classes.

The state standard of 30 contact hours would be a **minimum** for the program; however, several health education-related topics would lend themselves well to planned inclusion in other established curriculum areas. For example, the basic structure and function of body systems or the identification of food nutrients could well be planned as part of the science curriculum, allowing the health aspects of body systems or diet to be pursued in the health class.

Also, health education topics serve well as the subject matter while basic skills in reading, writing and math are being developed, e.g., reading comprehension—nutrition information; creative writing—describing alternatives in a conflict situation; math—graphing incidences of illnesses.

Frequently teachable moments occur related to health education, e.g., injury — first aid concept; or fighting — mental health concept. Instructional activities could then be pursued.

A variety of instructional activities are suggested throughout the guide, e.g., role playing, lecture-discussion, projects, brainstorming, guest speakers, exercises and diaries.

Frequently several activities are offered for one objective, permitting teacher discretion based on class need and availability of time and materials. In addition, many of the activities are designed as out-of-class assignments.

Expressing feelings, clarifying values and developing responsible decision-making skills are vital to the course. A nonjudgmental, supportive climate for their development is a must.

Course Description

The course is designed to provide fifth grade students with learning opportunities which can help them improve and maintain their physical, emotional and social health. Emphasis is on concept acquisition and development of skills necessary for healthy living. Topics such as environmental health, consumer health and health careers are covered in the guides for upper grades and are not a part of the fifth grade guide. Students will have opportunities to clarify health values, make health choices and practice effective communication and decision-making skills. Course topics include the following.

Hours Per Content Area

Mental health	5 hours
Nutrition	5 hours
Drug use and abuse (including alcohol and tobacco)	5 hours
Safety and first aid	5 hours
Structure, function and care of the mouth and body	4 hours
Family living	3 hours
Disease prevention	3 hours
Classroom total	30 hours

Mental Health

Objectives (minimum five hours)

The learner will
1. identify common emotions and how they may affect health;
2. describe the variety of ways in which people express emotions;
3. demonstrate an awareness and acceptance of self and others;
4. develop beginning skills in interpersonal relationships;
5. develop beginning skills in decision-making;
6. develop beginning skills in coping with stress.

Performance Indicators

The learner will
1.1 list five emotions and explain how they may affect health;
2.1 given a list of five emotions, choose four and describe at least two different ways of expressing each emotion;
3.1 list at least three ways in which he or she is like all people and in which he or she is different;
4.1 given five conflict situations common to this age group (such as fighting, bullying, rejection, name-calling, peer pressure), describe constructive alternatives for handling four of the situations;
5.1 given a value statement, take a stand and explain the steps followed to reach his or her decision;
6.1 describe at least two methods that can be effective in reducing stress.

Content Outline

I. Emotions and Health
   - A. Definition of emotions
   - B. Variety of human emotions
   - C. Individual variations in expression of emotions
   - D. Effects of emotions on health
     1. Positive handling of emotions is important for mental, physical, dental and social health
     2. Negative effects on physical, mental and social health may result from negative handling of emotions

II. Awareness and Acceptance of Self and Others
   - A. Importance of self-acceptance
   - B. Ways in which people are similar, e.g., needs
   - C. Ways in which people are different, e.g., talents, size, appearance
   - D. Acceptance of others
     1. Difficulties encountered in accepting others
     2. Prejudice
     3. Handicaps

III. Interpersonal Relationship Skills
   A. Listening
   B. "I" messages and assertiveness
   C. Meeting new people

IV. Decision-making Skills
   A. Personal responsibility
   B. Basic steps in decision-making process
      1. Identify problem
      2. Identify choices
      3. Identify possible consequences of choices
      4. Make choice and act on it

V. Stress Management
   A. Causes of stress
   B. Constructive and destructive ways people cope with stress
   C. Relaxation exercises and aerobic activities as methods of reducing stress

Instructional Activities

1.11 Have students draw emotions from a hat and act out the emotions without using words. Class tries to identify the emotion being acted out. Discuss body language used to act out emotions.
1.12 Have students feel their own faces as they express a variety of emotions facially.
1.13 Have students collect expressions that relate emotion to bodily response, e.g., "pain in the neck," "tension headache," "gnashing teeth."
1.14 Have students match a variety of emotions and possible effects on physical, mental and social health.
2.11 Students choose partners and take turns acting out an emotion while the partner mirrors out the actions.
2.12 Make a large chart with three sections in which students list various emotions, situations that could arouse such emotions and possible expressions of the emotions.
2.13 Have each student represent a feeling in a drawing, either an abstract or realistic life situation, and identify the feeling illustrated on the back. Students may exchange papers and see if they can identify the feeling portrayed.
3.11 Have students prepare an "All About Me" booklet to be used throughout the unit. Suggestions for activities include drawing a silhouette of self and filling it in with lists and pictures of favorite things; making a chart with the headings "Healthy Things I Do," "Unhealthy Things I Do," "Things I Want to Improve;" making lists of strengths and weaknesses; writing a description of self and having classmates guess who is being described.
3.12 Have students write advertisements or TV commercials promoting themselves. Exchange ads and guess who is being advertised.
3.13 Have students bring pictures of themselves as babies or young children and compare what they were like (could and could not do) with what they are like now and want to be as adults. Display pictures and comparisons on clothesline around the room.
3.14 Have students experience "handicaps" in a variety of simulations. Use an unfocused filmstrip for visual impairments; use a garbled tape for hearing impairments; use high IQ tests for retardation; use regular lunch period to help students experience frustration sometimes resulting from a handicap by requiring each student to eat lunch with a handicap (possibilities include blindfolding, using ear plugs, darkening front tooth or teeth, taping fingers together, binding up an arm or leg, taping single thickness of a facial tissue over one eye or both, taping finger tips, using crutches, wheelchair or any chair on rollers). Have children express their feelings as they experience the handicaps.
3.15 Have students bring a small stone to school. Have students study the stone carefully so they can pick it out of a large group. Mix all stones up and see if students can find their own stone.
3.16 Choose one group of students to be the *best* and give each a means of identification (stars on forehead, armbands, face paint, etc.). Favor this group through one half of the day; allow them **privileges** and give them treats. They are not to associate with the "not as good" group. Switch groups for remainder of the day and discuss feelings of students.
4.11 Describe real[illegible] situations and have students role-play a variety of alternatives for handling the situations. Discuss result[illegible]oices.
4.12 Have students p[illegible]pare posters depicting various techniques of managing stressful situations.

4.13 Have students discuss ways to handle common conflict situations. Before he or she can speak, a student must first explain what the previous speaker has said. A correct explanation of the previous speaker's opinion is the student's "ticket" to enter the discussion.
4.14 Have students prepare a chart with the headings "When to Help and What to Do" and "When Not to Help and What Not to Do." Use *When Is Help? (Inside/Out* Series, available through Georgia Educational TV and Georgia Department of Education)
4.15 Have students make an "ideal friend" list and describe qualities and behaviors they would include.
5.11 Have students react to a value statement and take a stand. (You might place a length of rope on the floor or draw a continuum on the chalkboard.) Discuss steps that can be used to come to a decision.
5.12 Divide students into small groups and request that each group come to a consensus on a list of "I like, I don't like, I wish, etc." questions. The group scores a point for each question on which it can reach a consensus. Discuss how each group did and feelings engendered.
5.13 Have students fill out "I choose - I don't choose" sheets with things they have some control over or no control over in their lives.
6.11 In physical education, demonstrate tension-relieving exercises and aerobic (vigorous) activities useful in decreasing stress.
6.12 Have students list things which make them feel good. Share lists with class and discuss the relationship to stress reduction. Use song "A Few of My Favorite Things" from *Sound of Music.*

1. *Life Skills for Mental Health*, ages 9-11, Georgia Department of Education and Division of Mental Health and Mental Retardation
2. *Inside/Out* Series, videotapes, 16mm films available through the Georgia Department of Education and Georgia Educational TV
3. *Guidance Activities* 5-6 Career, Georgia Department of Education
4. *But It Isn't Yours* , Guidance Associated, 757 3rd Avenue, New York, NY 10017; film strips and records; variety of value clarification resources
5. *Developing Self Discipline,* Learning Tree Film strips

Nutrition

Objectives (minimum five hours)

The learner will
1. classify commonly eaten foods into the four basic food groups;
2. plan a balanced diet using the basic four food groups and suggested number of daily servings;
3. explain the importance of nutritious breakfasts and snacks;
4. identify beneficial effects of good nutrition;
5. identify the relationship between improper diet and dental disease.

Performance Indicators

The learner will
1.1 given a list of 10 commonly eaten foods, successfully classify at least eight of these foods into the four basic food groups;
2.1 plan a day's food intake which would consist of the correct number of required servings from the four basic food groups;
3.1 describe at least two benefits of eating nutritious breakfasts and snacks;
4.1 identify at least two beneficial effects of good nutrition;
5.1 be able to describe what occurs when sugar is added to plaque on teeth and gums.

Content Outline

I. Nutritious Diets
   A. Introduction of basic nutrients and their functions
   B. Four basic food groups and suggested number of servings for each group.

C. Nutritious breakfasts and snacks
   1. Role played in maintenance of energy level, increased performance at school and on the job, weight control, etc.
   2. Role of snacks in dental disease; when sugar is in the mouth, bacteria and plaque make acid. Acid attacks enamel in teeth and makes holes, ultimately starting the decay process. Each time sugar is eaten it immediately triggers an acid attack lasting about 20 minutes.
   3. Difficulty in achieving varied and balanced diet if breakfast is omitted.

D. Variety in the diet
   1. Importance of variety
   2. Variety available in foods
   3. Variety possible in nutritious breakfasts and snacks

E. Importance of good nutrition
   1. Benefits (physical, dental, mental, social)
   2. Problems related to poor nutrition (obesity, heart disease, deficiency diseases such as scurvy, rickets, beriberi and pellagra; systemic effects such as decreased resistance to disease, unhealthy hair and skin, anemia, dental decay, gum disease, etc.)
   3. Introduction to factors influencing nutrition (culture, family's educational level, socio-economic and ethnic backgrounds, advertising, religion, etc.)

Instructional Activities

1.11 Use food models from National Dairy Council or make own with three by five cards and magazine pictures. Organize team games based on ability to match foods with correct food groups.
1.12 Show *Doing Great Things*, 16mm color, Kraft, 4-6 grades.
2.11 Keep a week's diary of all foods and drinks consumed. Organize into four basic food groups and analyze diet. Revise diet as necessary to meet criteria of a well-balanced diet.
2.13 Using food models (or teacher-prepared materials), organize team games based on ability to plan a day's well-balanced menu.
3.11 Have students collect and exchange recipes for nutritious breakfasts and snacks.
3.12 Make nutritious snacks and serve at school.
3.13 Show *Snack Facts*
4.11 Have students develop a large, comic-book style story which would present the beneficial effects of good nutrition on physical, mental and emotional well-being. (*Food Facts and Fun With Butter and Boop* would be an excellent resource for the students.)
4.12 Divide students into small groups and have them research a health problem related to poor nutrition and report to the class as a whole.
4.13 Have students develop prevention posters depicting the causes and prevention of health problems related to poor nutrition.
4.14 Discuss with the children how television and other advertising influence their choice of snack foods and other food choices.
4.15 Have students research foods of different nationalities.
5.12 The student will circle from their diary (refer to Objective 2.11) sugar-rich foods which are part of their diet and will calculate the number of acid attacks to which they have been subjected.

Sample Resources

1. **Food of Your Choice** - Level 3, teaching guide, masters, resource materials, National Dairy Council
2. Nutrient Cards/Food Models, National Dairy Council
3. **Day Milk Was Turned Off**, 16mm color, 27½ minutes, teacher's guide (balanced diet), National Dairy Council
4. **Why Not Snack?** 16mm, 4 minutes, teacher's guide, National Dairy Council
5. **Snack Facts**, film strip available through local home economist
6. **Good Nutrition, Good For You**, Trail Associates, film strips and cassettes
7. **Doing Great Things**, 16mm, Kraft, 4-6th grades
8. **Soup to Nuts** - 10 15-minute programs for middle school students
9. **Mulligan Stew**, 4-H TV production, nutrition education
10. "Our Vegetable Parade," teacher's guide, Potato Board, 1385 S. Colorado Boulevard, Suite 512, Denver, Colorado 80222
11. "Food Facts and Fun with Butter and Boop," comic book on nutrition, local extension service

Drug Use and Abuse

Objectives (minimum five hours)

The learner will
1. recognize that drugs carry potential for both benefit and harm;
2. list harmful effects of the misuse of alcohol on the individual and society;
3. list health problems related to tobacco smoking;
4. describe alternatives to drug use and abuse.

Performance Indicators

The learner will
1.1 name two commonly used drugs and explain how they may carry potential for both benefit and harm;
2.1 list three harmful effects of alcohol misuse on the individual and society;
3.1 list three health problems related to tobacco smoking;
4.1 identify a situation in which a drug is commonly used and suggest a way to handle the situation without drugs.

Content Outline

I. Introduction
   A. Benefits related to appropriate drug use
   B. Risks related to drug use and abuse
      1. Side effects
      2. Drugs affect individuals in different ways
      3. Sources of help for those with drug problems
   C. Variety of substances used to modify emotions and behavior (from prescription drugs, tea and coffee to heroin)
   D. Factors influencing drug use and abuse (for brief discussion only - family beliefs and attitudes, peer pressure, advertising, culture, curiosity, etc.)

II. Alcohol - Commonly Used Drug
   A. Ways alcohol is used in our society
   B. Variety of problems resulting from alcohol abuse which affect individuals and society.

III. Tobacco - Commonly Used Drug
   A. Health problems related to tobacco use
      Increased death rates for smokers due to lung cancer, chronic bronchitis, emphysema and heart disease
   B. Harmful effects on nonsmokers

IV. Alternatives to Drug Use
   Variety of ways to receive the same need satisfaction without the use of drugs, e.g., for relaxation, take a long walk

Instructional Activities

1.11 Have students collect pictures of a variety of substances used to modify mood and behavior and make a large class collage.
1.12 Have students prepare a "Risks vs. Benefits" bulletin board posting articles and reports either presenting new drug benefits, cures, etc., or problems, crimes and side effects related to drug misuse.
1.13 Make biased statements such as "Aspirin is a 100 percent safe drug to use," and have students respond by placing initials on a continuum between a smiling face labelled "I agree" and a frowning face labelled "I disagree." Have students explain why they placed their initials as they did.
2.11 Simulate the effects of cirrhosis by having students measure how much water a small sponge can pick up. Then coat sponge in dry plaster; allow it to harden and then retest the sponge's ability to absorb water.
2.12 Divide class into two equal teams competing to see which can list the greatest number of harmful effects of alcohol misuse on the individual and society.
3.11 Have students act out the process of respiration and simulate what happens when tobacco smoke is inhaled.
3.12 *Octapuff* color film strip with teacher's guide; *Breathing Easy*, 16mm film; stickers, buttons on No Smoking theme are available from the Lung Association.
3.13 "Health Network," kit with teacher's guide, film strips, records and reproduction masters are available from the American Cancer Society.

3.14 Have students design "Don't You Hate . . . " posters related to smoking.
4.11 Discuss alternatives to drug use and have students create advertisements for nondrug ways of meeting needs.
4.12 Have students write stories depicting situations in which people are encouraged to use drugs and are able to handle the situation without the use of a drug.
4.13 Tell students you are conducting an experiment in perception; however, it will actually be a demonstration of peer pressure. Use two cards—one 8½" by 5½" and one 11" by 8½". Draw a line through the middle of the small card and only a five-inch line through the middle of the larger card. Divide the class into groups and select a child from each group to be your assistant. These children will be *naive* participants and need to be sent out of the room on various errands. Explain to the remaining students the real purpose of the activity and encourage them to apply peer pressure to convince the naive participants that the largest card has the longest line, while actually it does not. Discuss the results with the class as a whole.

Sample Resources

1. American Cancer Society - variety of materials
2. Lung Association - variety of materials
3. *Jackson Jr. High*, Educational TV film series on alcohol education
4. *You and Your Health*, Scott, Foresman, Chapter 7
5. *Growing Up Healthy*, Laidlaw Brothers, Chapter 9
6. *I Dare You, Inside/Out* series (peer pressure), available through Georgia Educational TV Network and Georgia Department of Education
7. *Life Skills for Mental Health*, ages 9-11, Georgia Department of Education and Division of Mental Health and Mental Retardation - curriculum

Safety and First Aid

Objectives (minimum five hours)

The learner will
1. identify major hazards found in areas of home, school, play areas, water and transportation;
2. describe how safe behavior can reduce risk of accidents, injury, property damage and death;
3. demonstrate basic first aid measures for common injuries;
4. demonstrate appropriate use of emergency services;
5. describe appropriate safety measures in case of fire.

Performance Indicators

The learner will
1.1 identify major hazards found in home, school, play areas, water and transportation;
2.1 describe at least two safety practices for each of the following—water safety, bicycle and auto safety, playground and toy safety and home safety;
3.1 given a list of common injuries, correctly demonstrate recommended first aid procedures;
4.1 given an emergency situation, correctly describe the appropriate methods used in securing emergency service;
5.1 given a situation involving fire, correctly describe appropriate fire safety measures.

Content Outline

I. Safety
   A. Water safety
      1. Drown-proofing
      2. Swimming and diving safety practices and major hazards
      3. Boating safety practices and major hazards
   B. Bicycle and auto safety
      1. Safe equipment and identification of hazards
      2. Bicycle safety knowledge
      3. Importance of auto seat belts
      4. Effects of speeding, drinking and use of drugs

C. Fire Safety
   1. Appropriate measures to take in case of fire in home or building
   2. Measures in case of a person catching fire

D. Playground and toy safety
   1. Safe equipment and identification of hazards
   2. Following rules
   3. Reducing risks of hazardous toys, e.g., skateboards

E. Home safety
   1. Causes of home accidents and identification of hazards
   2. Home safety checklist

F. Causes of accidents
   1. Leading accidents for age group and related causes
   2. Risk-taking
   3. Human and environmental factors

II. Basic First Aid

A. Procedures for common injuries
   1. Burns
   2. Bruises
   3. Cuts and severe bleeding
   4. Animal and insect bites
   5. Broken bones
   6. Choking
   7. Head injuries
   8. Tooth pain, injury or loss

B. Use of emergency services
   1. Correct techniques used in summoning emergency services (who, what, when and where).
   2. Importance of knowing how to give correct directions to home.

Instructional Activities

1.11 Have students prepare a safety fair with exhibits, models and posters identifying major hazards and describ-
2.11 ing safe behavior in the areas of water, bicycle, auto, home and playground safety.
2.12 Have student use bicycle safety checklists to evaluate their own bicycles and knowledge.
2.13 Invite a local highway patrol officer to talk with the class on bicycle and auto safety.
2.14 Begin a "Buckle Up for Safety Club" to encourage use of seat belts.
2.15 Send students home with safety checklists to be filled out by parents and students.
3.11 Demonstrate basic first aid procedures for common injuries and provide practice sessions for students.
3.12 Have students make first aid booklets.
3.13 Have students write a leaflet on oral injuries and first aid to take home to parents.
4.11 Invite a local emergency medical technician (EMT) to speak to the class and arrange tour of emergency vehicle.
4.12 Have each student memorize accurate directions to his or her home.
4.13 Role play emergency situations in which students must appropriately summon emergency service.
5.11 Invite a fire marshal to speak to class on fire safety practices.
5.12 Have students demonstrate safe behavior in fire drill.
5.13 Have students role play fire situations and appropriate safe behavior for escaping.
5.14 Have each student work with his or her family to devise a family fire escape plan.

Sample Resources

1. Local fire marshal, emergency medical technician, highway patrol officer, life guard as guest speakers
2. Fire curriculum for elementary students—contact local fire department for information
3. *First Aid - Knowing What To Do*, Troll Associates, 230 Route 17, Mahwah, N.J., film strips and cassette
4. Consumer Product Safety Commission
5. Georgia's Vital Statistics (Mortality for Specific ages), Georgia Department of Human Resources
6. Local poison control center
7. American Dental Association: Oral-facial injuries a. H308 - p.43

Structure, Function and Care of the Body

Objectives (minimum four hours)

The learner will
1. identify the primary structure and functions of major body systems;
2. describe practices necessary for the maintenance of healthy body systems;
3. explain that growth and development follow predictable patterns but are unique to each individual.

Performance Indicators

The learner will
1.1 given five body systems, identify the major structures and function of four systems;
2.1 given five body systems, describe at least one behavior or habit that can affect the health of each system;
3.1 explain the statement, "While growth and development follow predictable patterns, they are unique to the individual."

Content Outline

I. Body Systems
   A. Primary structures and functions
      1. Cardiovascular
      2. Respiratory
      3. Digestive
      4. Nervous
      5. Skeletal
      6. Muscular
      7. Skin

      NOTE: A basic introduction only. May be omitted entirely if covered in science curriculum.
   B. Interrelationship of body systems

II. Care of Body Systems
   A. Importance of adequate nutrition
   B. Importance of proper exercise
   C. Importance of sleep and rest
   D. Importance of dental care
   E. Importance of cleanliness

III. Growth and Development
   A. Acquired and inherited characteristics
   B. Process of maturation
      1. Follows predictable patterns
      2. Is unique to individual

Instructional Activities

1.11 Have students find pictures of machines that do work similar to parts of the human body. Using an outline of the body, have students paste pictures where the different body parts are located.
2.11 Divide class into small groups and have groups choose a body system to research. The groups are to conduct a "Care of Body Systems" campaign promoting their system and its care.
3.11 Measure the height and weight of each student at the beginning and end of the school year and plot growth chart. Have students record their progress and predict the growth and developmental changes they will experience in the next eight to ten years. Have students compare progress and predictions.

Family Living

Objectives (minimum three hours)

The learner will
1. describe the range of family characteristics;
2. explain roles and responsibilities of family members;
3. describe physical and emotional changes related to maturity.

Performance Indicators

The learner will
1.11 describe at least five ways in which families today may differ from one another;
2.11 explain at least five roles and responsibilities of family members;
3.11 describe at least five physical and emotional changes related to maturity.

Content Outline

I. Family Life
   A. Importance of the family
      1. Influences psycho-social development
      2. Influences physical development
      3. Serves as major cultural institution
   B. Range in characteristics
      1. Extended family
      2. Nuclear family
      3. Single parent family
      4. Childless through multiple children family
   C. Roles and responsibilities
      1. Types of roles and responsibilities
      2. Influences on assumption and delegation of roles and responsibilities
         a. Age
         b. Capabilities
         c. Relationship to other family member
         d. Family tradition
         e. Socio - cultural - religious

II. Maturation
   A. Physical changes
   B. Emotional changes

NOTE: For guidelines, films, pamphlets, guest speakers, etc., see your principal, curriculum director or designated person for sex education guidelines and approved teaching materials.

Instructional Activities

1.11 Have students conduct a survey to determine the variety of family units prevalent. Chart results.
2.11 Have students query a variety of families to determine what roles and responsibilities are carried out by whom, and reasons why those particular members were chosen for the role responsibility.
2.12 Have students try to complete charts labelled "Toys and Games for Boys," "Toys and Games for Girls" and "Toys and Games for Both." Discuss students' feelings as they try to fill out the charts.
3.11 First have students compare how they are alike and different in physical and emotional characteristics at present. Then have students describe how they individually have changed physically and emotionally since first grade and how they believe they will change by twelfth grade.

Disease Prevention

Objectives (minimum three hours)

The learner will
1. identify methods of illness prevention;
2. identify common signs and symptoms of illness;
3. identify common causes of illness.

Performance Indicators

The learner will
1.1 identify three factors important in illness prevention;
2.1 list three common symptoms of illness;
3.1 identify three common causes of illness.

Content Outline

I. Factors in Illness Prevention
   A. Healthy habits
      1. Exercise and diet (prevention of obesity, heart disease and dental disease)
      2. Immunization and regular checkups (prevention of childhood diseases)
      3. Cleanliness (prevention of the spread of some infectious diseases)
   B. Environmental controls (reduction of pollution)

II. Illness
   A. Signs and symptoms (fever, vomiting, diarrhea, dizziness, aches and pains)
   B. Treatment and cure for common diseases and disorders
   C. Cause of illness
      1. Poor health habits
      2. Environmental effects
      3. Microbes
      4. Heredity

Instructional Activities

1.11 Have students fill out personal health records listing birth history, childhood illnesses and dates, operations, dates of immunizations, serious injuries, etc. Include a section on medical and dental checkups and one on results of screening tests, e.g., hearing and vision. Encourage students to keep records up-to-date and to retain the records for future reference.
1.12 Have students create cartoon posters illustrating various methods of disease prevention.
2.11 Have students do a study of the signs and symptoms of illness experienced by the class during the year. Graph the results.
3.11 Have students develop a "disease" game by researching diseases and their causes. Make game cards with the illness on one side and the cause(s) identified on the other side. Bonus cards could be devised with questions about disease prevention and cures.

Sample Resources

1. "An Immunization Puppet Show" - instruction booklet, Georgia Department of Human Resources, 47 Trinity Avenue, S.W., Atlanta, Ga. 30334
2. Heart Association, local chapter - curriculum on teaching heart disease prevention in elementary school
3. Specific disease - related organizations - teaching materials and free or low cost materials for students; Cancer Society, Lung Association, Diabetes Association, Epilepsy Foundation, Leukemia Society, etc.
4. Passages, Division of Physical Health, Georgia Department of Human Resources
5. *Flossing and Brushing* Procter and Gamble movie: 12 minutes

Sixth Grade

Notes to the Teacher

This guide is designed for students on the sixth grade level. The class should be composed of approximately 25 students of average ability.

The teacher should adapt this guide to the needs of the students, using more time for topics of local importance and using the teachable moment. The state standard of 30 contact hours is a minimum. The content should also be considered in combination with other disciplines.

The subjects covered and the suggested time for each subject in this guide are the following.

Hours Per Content Area

Drug abuse	4 hours
Disease prevention	3 hours
Nutrition and health	4 hours
Safety and first aid	4 hours
Mental, social and emotional health	5 hours
Structure, function and care of the human body	5 hours
Consumer health	1 hour
Health careers	1 hour
Classroom total	27 hours

The activities used to support each objective are suggestions for the teacher. In some instances more than one activity is listed. The teacher has the option of choosing the most appropriate or developing activities more appropriate for the particular students involved.

Drug Abuse

Unit Description

This unit is designed to show how drugs, especially alcohol and tobacco, affect the body through both short-term and prolonged use. Emphasis will be placed on the health aspects of drug use.

Objectives (minimum four hours)

The student will demonstrate
1. knowledge of the safety rules for drug use;
2. respect for drugs and their value when used correctly and safely;
3. knowledge of the most commonly misused drugs;
4. knowledge of the effects of alcohol use and abuse;
5. knowledge of the effects of tobacco use on the person who smokes and the nonsmoker.

Performance Indicators

1.1 Given a list of five safety rules for drug use, the student will explain why at least three of the rules are important.
2.1 The student will describe two instances where a drug is absolutely necessary to save a life.
3.1 Given a list of 10 drugs, the student will identify the seven most abused.
4.1 Given a list of five physical effects of drug use, the student will identify at least three caused by alcohol use.
4.2 Given a list of five physical effects of drug abuse, the student will identify at least three caused by alcohol abuse.
5.1 Given a list of five physical effects of using tobacco, the student will identify at least three caused by nicotine.
5.2 Given a list of five physical effects of using tobacco, the student will identify at least three caused by cigarette tar.

Content Outline

I. Drug Safety
   A. Definition of drug
   B. Individual differences in reactions
      1. Risk factors
      2. Side effects
   C. Reading labels
      1. Over-the-counter drugs
      2. Prescription drugs

II. Proper Use of Drugs
   A. Over-the-counter drugs
   B. Prescription drugs
   C. Value of drugs to regain health

III. Commonly Misused Drugs*
   A. Over-the-counter drugs (aspirin, laxatives, diet pills)
      1. Ways abused
      2. Reasons for abuse
   B. Prescription drugs
      1. Ways abused
      2. Reasons for abuse
   C. Inhalants
      1. Types abused
      2. Physical damage to body
      3. Why abused
   D. Illegal drugs
      1. Marijuana
      2. Heroin
      3. LSD
   E. Alcohol
      1. Classification
      2. Physical effects
      3. Individual differences
      4. Alcoholics
         a. Definition
         b. Problems: physical, social and family
         c. Alcoholics Anonymous

5. Special problems for young people
   a. Family
   b. School
   c. AA

F. Tobacco
   1. Classification
   2. Ingredients of smoke
   3. Action on respiratory system and oral cavity
   4. Relationship to health problems
      a. Lung cancer
      b. Emphysema
      c. Heart disease
      d. Effect on nonsmokers

**Teacher's Note: Amount of coverage of each drug would depend on the local problems and drug availability.*

Instructional Activities

1.11 With the permission of their parents, have the students make a list of drugs found in the home. Discuss the potential for misuse or abuse of some of these drugs.
1.12 Have each student bring one label or box from an over-the-counter drug. Discuss or have the students answer questions about the information found on the drug label.
1.13 Place a question box in the room for students to put questions they would like answered. Take a few minutes each day to deal with a question.
2.11 Have students research the drugs responsible for treating or eliminating diseases such as polio, pneumonia.
3.11 Have the students investigate the marijuana laws; local, state and federal.
3.12 Have the student write a report on the history of heroin.
3.13 Divide students into small groups to develop strategies for dealing with peer pressure.
4.11 Have the students collect some newspaper and magazine advertisements for cigarettes. Discuss the gimmicks used by advertising companies. (Smoking does not really make you more attractive. Who you are does.)
5.11 Have the students collect some newspaper and magazine advertisements for alcohol. Discuss the reasons the advertisements give for drinking alcohol. Discuss the gimmicks used by advertising companies.

Sample Resources

Books

Rash, J. Keogh, *Facing the Facts: Drugs, Alcohol and Tobaco*, Globe Book Co., Inc., New York. 1975.
Richmond, Pounds, Jenkins, Sussdorf, *You and Your Health*, Scott, Foresman and Co., Tucker, Ga., 1981.
Sokoloff and Todd, *Health: Decisions for Growth, Toward Your Future*, Harcourt Brace Jovanovich, New York, 1977.
Worick and Schaller, *Alcohol, Tobacco and Drugs*, Prentice-Hall, Englewood Cliffs, N.J., 1977.

Pamphlets

U.S. Department of Health, Education and Welfare. *The Smoking Digest*. Bethesda, Maryland, National Cancer Institute., 1977.
U.S. Department of Justice. *Drugs of Abuse*, Drug Enforcement Administration, Washington, D.C. 20537

Sources of Information

American Cancer Society

Georgia Lung Asso.
1383 Spring St. NW
Atlanta, Ga. 30367

Local health department

National Institute on Drug Abuse
5600 Fishers Lane
Rockville, Md. 20057

Preferred Risk Insurance Co.
1746 Northeast Expressway
Atlanta, Ga. 30329

Disease Prevention

Unit Description

This unit is designed to develop a knowledge of communicable diseases and noncommunicable diseases. Emphasis will be placed on ways communicable diseases are spread and the prevention of communicable and noncommunicable diseases.

Objectives (minimum of three hours)

The student will identify
1. the meaning of the term communicable disease and noncommunicable disease;
2. methods to prevent the spread of communicable diseases, and risk factors of noncommunicable diseases;
3. ways communicable diseases are spread;
4. the diseases he or she has had and those in his or her family.

Performance Indicators

1.1 Given seven descriptive statements, the sudent will identify the three that specifically apply to communicable disease.
2.1 Given a list of seven diseases, the student will identify the five that are communicable diseases.
3.1 Given a list of health practices, the student will identify the three ways to stop the spread of communicable diseases.
4.1 The student will be able to make an accurate list of the disease he or she has had.

Content Outline

I. Communicable Disease
   A. Definition
   B. Ways communicable diseases are spread
      1. Water
      2. Air
      3. Insects
      4. Animals
      5. Food

II. Noncommunicable disease
   A. Definition
   B. Risk factors

III. Behavior or lifestyles that are low risks

IV. Health practices to prevent the spread of communicable diseases
   A. Immunization
   B. General health habits
   C. Isolation
   D. Environmental sanitation

Instructional Activities

1.11 Have the students research the Communicable Disease Center (CDC) in Atlanta.
1.12 Have the students search newspapers for diseases prevalent and researched today.
2.11 Discuss appropriate behavior when sick (e.g., with a cold, chicken pox, flu) that will promote getting well, reduce "down time" and minimize the chance that the disease will spread.
3.11 Have students draw cartoon examples of the ways diseases are spread.
4.11 Have the students prepare a family pedigree showing diseases.
5.11 Discuss dental diseases as the most common noncommunicable diseases.

Sample Resources

Books

Georgia Lung Association
1381 Spring Street., NW
Atlanta, Georgia 30367

Rash, J. Keogh, *Battling Disease: Protecting Your Health*, Globe Book Co., New York, 1975.
Richmond, Pounds, Jenkins, Sussdorf, *You and Your Health*, Scott, Foresman, Tucker, Georgia 1981.
Sokoloff and Todd, *Health: Decisions for Growth, Toward Your Future*. Harcourt Brace Jovanovich, New York, 1977.

Pamphlets

Cotter and Maioli, *A Dream Come True*, Office of Health Education and Training, Georgia Department of Human Resources, 47 Trinity Avenue, SW, Atlanta, Georgia 30334.
Themes in Prevention, Georgia Department of Human Resources, Division of Physical Health, Office of Health Education, 47 Trinity Avenue, SW, Atlanta, Georgia 30334.

Environmental, Community and National Health Resources

Unit Description

This unit is designed to inform the student of the environmental concerns of a community and the agencies of the city, county, state and nation that help maintain a healthy environment.

Objectives (minimum three hours)

The student will
1. demonstrate knowledge of local sanitary facilities;
2. recognize the environmental factors which affect health in the community (e.g., fluoridation of water);
3. Identify the health services provided by local, county, state and national agencies;
4. demonstrate knowledge of the responsibilities of each individual in protecting the environment.

Performance Indicators

1.1 Given a list of five sanitary facilities, the student will identify those found in the local community.
2.1 Given a list of seven pollutants, the student will identify those that are problems in the student's community.
3.1 Given a list of five health agencies, the student will list the services provided by three of the agencies.
4.1 Given a list of five ways the environment can be improved, the student will identify the three that can be done by the individual.
5.1 The student can describe the extent to which adequate fluoride content in the community water supply can reduce the incidence of dental caries.

Content Outline

I. Environmental Health Concerns
   A. Water pollution
      1. Need for water
      2. How pollution occurs
      3. Water pollution and health
      4. Water treatment plants

B. Air pollution
   1. How it occurs
   2. Air pollution and health
   3. Air pollution and smoking
   4. Ways to prevent or minimize air pollution

Instructional Activities

1.11 Plan a trip to the local water treatment plant.
1.12 Ask if water is optimally fluoridated.
1.13 Take a trip to a local lake, river, or stream. Have students keep a record of what they see that might indicate pollution.
2.11 Have the students investigate the pollution control methods of local industries.
3.11 Have students investigate the local health service. Prepare a poster demonstrating the functions of that agency.
4.11 Discuss with the student how people's values influence how they feel about the environment (such as voting in new laws, buying cars).

Sample Resources

Books

Citizens for a Quieter City
150 Amsterdam Avenue
New York, N.Y. 10023

Georgia Lung Association
1383 Spring Street NW
Atlanta, Ga. 30367

Neilson, Elizabeth, *Healthful Living in Your Environment*, Laidlaw Brothers, Publishers, 1975.
Rash, J. Keogh, *Protecting our Environment: The Pollution Problem.* Globe Book Co., New York, 1975.
Sokoloff and Todd, *Health: Decisions for Growth, Toward Your Future.* Harcourt Brace Jovanovich, New York, 1977.

Pamphlet

ADA Pamphlet H109 - "79," 211 E. Chicago Ave., Chicago, Illinois 60611.

Nutrition and Health

Unit Description

This unit is designed to cover the basic nutritional needs of the adolescent. Emphasis will be placed on importance of each person making wise choices concerning nutrition.

Objectives (minimum four hours)

The student will
1. demonstrate knowledge of the digestive process;*
2. identify the major nutrients and their functions;
3. identify the basic four food groups;
4. develop the ability to make wise food choices;
5. explain the factors that affect weight control;
6. identify factors contributing to dental disease.

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Performance Indicators

1.1 Given a list of eight parts of the digestive system, the student will identify the accessory organs.
2.1 Given a list of five major nutrients, the student will describe the function of three of the nutrients.
3.1. Given a list of five foods, the student will classify at least four in the proper food group.
4.1 Given a list of five foods, the student will select the three most appropriate for snack food.
5.1 The student will be able to describe two lifestyles that contribute to obesity.
6.1 The student will be able to describe dietary habits that contribute to dental disease.

*Teacher's Note: Could be eliminated if taught in some other course.

Content Outline

I. Mastication

II. Digestive Process
  A. Food Changes during digestion
  B. Organs of digestive system
  C. Energy production
    1. Anabolism
    2. Catabolism

III. Major Nutrients
  A. Name
  B. Function
  C. Food source(s)

IV. Nutrient Allowances
  A. Factors that influence the needs
  B. Nutrient allowances for specific ages

V. Making Choices
  A. Meals - fresh food, processed food, natural food
  B. Snacks - junk food, fresh food
  C. Choices and money

VI. Weight Control
  A. Maintaining proper weight
  B. Gaining weight
  C. Losing weight
  D. Dangers of being overweight and underweight
  E. Benefits of maintaining proper weight

Instructional Activities

1.11 Have the students label the parts of the digestive system on a prepared diagram.
2.11 Assign each student a written report on a vitamin or mineral describing its need in the human body.
2.12 Have the students bring a food label to class. Study the label to see what nutrition information is given. Compare with the RDA.
3.11 Have the students prepare a poster illustrating the basic four food groups using picture examples of foods in each group.
3.12 Have the students write down on a small strip of paper foods they see advertised on TV for a specified length of time. Have the students place the strips under the proper food group on a bulletin board. A fifth group would be a garbage can for junk food.
4.11 Have students bring a favorite snack from home. During class, discuss or have each student evaluate the nutrition value of their snack because of the ingredients, preparation, etc.
4.12 Make arrangements with the school cafeteria manager for the students to actually prepare a nutritious snack.
4.13 Have the students view *Mulligan Stew* or *Soup-to-Nuts* on Georgia Educational TV.
5.11 Have the students write down everything they eat on a weekday (M-F) and everything they eat on a weekend

day (S.S.). Compare to see if they get a balanced diet and to find other differences (number of calories).

6.11 Have students bring in food products from home that contain labels. Have them review each label for the types of sugar present (i.e., sucrose, dextrose, corn syrup, honey, etc.).

Sample Resources

Books

Food . . . Your Choice: A Nutrition Learning System, Level 3. Dairy and Food Nutrition Council of Southeast, 5825 Glenridge Drive., N.E. Building #1, Suite 108, Atlanta, Georgia 30328

Instructional Television Schedule, Georgia Educational Media Services, Georgia Department of Education, Atlanta, Georgia 30310

Local hospital or nursing home dietician

Paul, Aileen, *Kids Cooking Complete Meals,* Doubleday

Peck, *Focus on Food,* McGraw-Hill, New York, 1974

Richmond, Pounds, Jenkins, Sussdorf, *You and Your Health.* Scott, Foresman, Tucker, Georgia 1981

Sokoloff and Todd, *Health, Decisions for Growth, Toward Your Future,* Harcourt Brace Jovanovich, New York, 1977.

White and Selvey, *Let's Talk About Food: Answers to Your Questions About Foods and Nutrition.* Publishing Sciences Group, Acton, Massachusettes, 1974.

Pamphlets

Boyd, Fannie. *A Resource Handbook for Teaching Nutrition in Elementary School* School Food Service, Georgia Department of Education, Twin Towers East, Atlanta, Georgia 30334

National Dairy Council. *Nutrition Education Material, 1981,* Dairy and Food Nutrition Council, 5825 Glenridge Drive NE, Building #1, Suite 108, Atlanta, Georgia 30328

"Vitamin-Mineral Reference Wheel," Vitamin Information Bureau, Inc., Chicago, Illinois 60611 (1978)

ADA Pamphlet H159 - page 12

Safety and First Aid

Unit Description

This unit is designed to cover the basic first aid responses to emergency situations and to develop an awareness of the individual's responsibilities in accident prevention.

Objectives (minimum four hours)

1. The student will demonstrate the appropriate emergency response for specific accidents.
2. The student will demonstrate knowlege of how safe behavior can reduce the possibility of accidents, injury or death.

Performance Indicators

1.1 Given a list of three emergency situations, the student will be able to demonstrate the appropriate response for at least two of the situations.

2.1 The student will be able to describe three types of behavior that often lead to accidents.

Content Outline

I. Emergency Situations
   A. Choking
      1. Identifying the problem
      2. First aid
   B. Breathing has stopped
      1. Identifying the problem
      2. Temporarily lost consciousness

C. Fainting
   1. Person feels faint
   2. Temporarily lost consciousness
D. Severe Bleeding
E. Swallowed or inhaled a poison
F. Broken bone
G. Tooth pain, injury or loss

II. Safety Precautions
A. Pedestrian
B. Home
C. School*
D. Hunting**
E. Swimming
F. Sports
(Check playing area for hazardous objects)

III. How to Help
A. Stay or go?
B. Sources of help

Instructional Activities

1.11 Divide the class into pairs. One student is the victim, the other is the first aider. The victim will draw a strip of paper from a box which tells what the injury is. The first aid person will provide the proper fist aid for the victim. Students will alternate being victim and first aider.
2.11 Invite an experienced lifeguard to discuss pool safety with the students.
2.12 Have each student make one safety poster using their own design and ideas.
2.13 Have each student research a safety organization in the community, such as Civil Defense, American Red Cross, Emergency Rescue Units, fire department.
2.14 Invite a dentist to discuss common oral-facial injuries, their prevention and proper response to injury.

**School lab safety might be coordinated with science, occupations teachers.*
***Include if appropriate for your area.*

Sample Resources

Books

American Red Cross Publication
doCarma and Patterson, *First Aid Principles and Procedures*, Prentice-Hall, Englewood Cliffs, N.J., 1976.
Rash, J. Keogh, *Avoiding Accidents: Safety and First Aid* Globe Book Co., New York, 1975.

Mental, Social and Emotional Health

Unit Description

This unit is designed to develop a knowledge of the personality and how it is affected by appearance, emotions and behavior. Also to be examined are physical and environmental factors which can affect the personality.

Objectives (minimum five hours)

The student will demonstrate knowledge of
1. the three parts of the personality;
2. factors in our society which contribute to emotional and mental disability and illness;
3. factors which can promote emotional and mental health;
4. stress, possible effects and coping devices.

Performance Indicators

1.1 Given a list of three factors that influence personality and two factors that do not, the student will identify the three factors that influence personality.
1.2 Given a list of the three pure emotions and two mixed emotions, the student will identify the pure emotions.
2.1 The student will describe two factors that contribute to emotional and mental disability.
3.1 Given a list of three factors that may have a positive effect on emotional health and two factors that have a negative effect, the student will identify the three factors that have a positive effect.
4.1 Given a list of three factors that cause stress and two that do not, the student will identify the three factors that cause stress.

Content Outline

I. Personality
  A. Appearance
    1. Effects on personality
    2. Personal hygiene
    3. Smile
  B. Emotions
    1. Mixed emotions
    2. Pure emotions
    3. Dangers of suppression and denial of emotions
  C. Behavior
    1. Levels of behavior
    2. Effects of personality

II. Mental illness
  A. Definition
  B. Misunderstandings about mental illness
    1. Can be cured
    2. Not terminal
  C. How to cope with problems
    1. Puberty and adolescence
    2. Friends
    3. Parents
    4. School

III. Stress
  A. Physical effects on body
    1. Cardiovascular system
    2. Headaches
    3. Ulcers
    4. Acne
    5. Oral lesions
    6. Headache
  B. Causes of stress
  C. Ways to minimize stress

IV. Decision Making
  A. Values in decision making
  B. Steps to follow
  C. Consequences for choices

V. Sources of Help
  A. Trusted friends
  B. Parent(s)
  C. Clergy
  D. School counselor
  E. Specific community agencies

Instructional Activities

1.1 Divide students into groups of three or four. Have each group prepare a short skit to demonstrate a specific emotion or an attitude.
1.2 Designate certain colors to represent certain emotions or attitudes. Have students prepare hats using a color. During a specific time in class, have the students wear a hat and act out or take on that emotion or attitude while wearing the hat.
1.3 Assign a reading project of specific library books dealing with emotions such as *A Wonderful, Terrible Time* by Mary Stoly (Harper).
2.1 In small groups have the students develop a list of issues of concern; then work out ways to handle those issues.
3.1 In small groups have the students develop descriptions of lifestyles that promote positive feelings about self and life.
4.1 Have the students think about a time when they were frightened and write a list of the physical changes that occurred in their body, such as faster heartbeat, sweaty palms.

Sample Resources

Books

Bernhardt, Edna Erickson, *Upper Elementary Classroom Activities*, Department of Counseling and Personnel Services, College of Education, University of Missouri - Columbia.
Life Skills for Mental Health, Division of Mental Health and Mental Retardation, Prevention Unit, Georgia Department of Human Resources, 47 Trinity Avenue, SW, Atlanta, Georgia 30334.
Rash, J. Keogh, *Improving Your Human Relations: Mental Health*, Globe Book Co., New York, 1975.
Sokoloff and Todd, *Health: Decisions for Growth, Toward Your Future*, Harcourt Brace Jovanovich, New York, 1977.

Structure, Function and Care of the Human Body

Unit Description

This unit is designed to cover the structure of the human body, how the body functions and how to properly care for the body.

Objectives (minimum five hours)

The student will demonstrate knowledge
1. that genes control the physical traits inherited from parents;
2. of the endocrine glands in growth, development and maturation;
3. of the process of growth and development through various life phases;
4. of how growth is affected by food, rest, exercise, sleep and other habits;
5. of the body systems and their function.

Performance Indicators

1.1 Given a list of three inherited human traits and two human traits not inherited, the student will identify the three that are inherited.
2.1 Given a list of three endocrine glands, the student will name a hormone secreted by at least two of the glands and what bodily process is regulated by that hormone.
3.1 The student will list five major changes that occured to his or her body during the last three years.
4.1 Given a list of three factors that affect growth and two factors that do not, the student will identify the three factors that affect growth.
5.1 Given a list of three body organs, the student will identify where the exchange of oxygen and carbon dioxide takes place.

Content Outline

I. Body Systems
   A. Nervous system
      1. Parts
      2. Function
   B. Skeletal system
      1. Parts
      2. Function
   C. Muscular system
      1. Parts
      2. Function
   D. Endocrine system
      1. Parts
      2. Function
   E. Skin
      1. Parts
      2. Function
   F. Respiratory system
      1. Parts
      2. Function
   G. Circulatory system
      1. Parts
      2. Function
   H. Digestive system
      1. Parts
      2. Function
   I. Urinary system
      1. Parts
      2. Function
   J. Reproductive system
      1. Parts
      2. Function

II. Growth
   A. Growth patterns
   B. Endocrine glands
      1. Causes of growth
      2. Why growing stops
   C. How growth occurs
      1. Cells
      2. Cell division
   D. Growth differences in male and female
      1. Reproductive glands of male
      2. Reproductive glands of female
      3. Puberty
         a. Specific changes produced by male hormones
         b. Specific changes produced by female hormones
         c. Emotional changes

III. Heredity
   A. Inherited traits
   B. Chromosomes
      1. DNA
      2. Genes
         a. Dominant genes
         b. Recessive genes

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IV. Care of body
   A. Need for cleanliness
   B. Personal hygiene
      1. Skin
      2. Teeth
      3. Hair
      4. Nails

Instructional Activities

1.1 Have the students list specific characteristics they inherited from their father and those they inherited from their mother.
2.1 Have students investigate the special endocrine gland problems that cause dwarfs and giants.
3.1 Have the students keep a personal monthly growth chart. Each month, check both height and weight and plot on growth chart.
4.1 Invite a pediatrician to discuss growth stages with the class.
5.1 Have the students research the special physical hazards of space travel.
5.2 Have the students make a scrapbook of newspaper and magazine clippings about the body and its functions.
5.3 Have students check their resting heart beat. Now, hop up and down on one foot 20 times. Sit down and immediately check heartbeats. Compare the differences and discuss why they occur.

Sample Resources

Books

American Heart Association
Georgia Affiliate
Broadview Plaza, Level C
2581 Piedmont Rd. NE
Atlanta, Ga. 30324

Richmond, Pounds, Jenkins, Sussdorf, *You and Your Health*, Scott, Foresman and Co., Tucker, Ga., 1981.
Sokoloff and Todd, *Health: Decisions for Growth, Toward Your Future*, Harcourt Brace Jovanovich, New York, 1977.
Film strip *Especially for You*, Child Health Program, DHR.
American Dental Association, W158, page 11.

Consumer Health

Unit Description

This unit is designed to explain consumer practices that are important in developing and maintaining good health.

Objectives (minimum one hour)

1. The student will demonstrate a knowledge of reliable and unreliable advertising information.

Performance Indicators

1.1 Given a list of three benefits of advertising and two negative aspects of advertising, the student will identify the three benefits.
1.2 The student will describe three advertising approaches dealing with health products.

Content Outline

I. Advertising
   A. Benefits
   B. Characteristics of good advertising
   C. Advertising approaches
      1. straw person
      2. back-to-nature
      3. bandwagon
      4. use of well-known personalities

Instructional Activities

1.11 Invite a local person who deals with advertising or store displays (store owner, grocery store manager) to speak to the class on selling techniques.
1.12 Divide students into groups of about four or five. Have each group write and present its own commercial. Each of the other groups should evaluate the technique used to sell the product.
1.13 Have student groups prepare a report on the food and Drug Administration, Federal Trade Commission, Better Business Bureau and the Council on Dental Therapeutics of the American Dental Association.
1.14 Have students bring to class advertisements for mouth wash, toothpastes, powders and breath fresheners which claim cosmetic and health benefits for their products. Analyze the ads using the criteria for evaluating information about health products.

Sample Resources

Books

Grant, Murray, *Handbook of Community Health*, Lea and Febiger, Philadelphia, 1975.
Haag. Jessie Helen, *Consumer Health Products and Services*, Lea and Febiger, 1976.
Rash, J. Keogh, *Inquiry: Consumer Education*, Globe Book Co., New York, 1975.
Schaller and Carroll, *Health, Quackery and the Consumer*, W.B. Saunders Co., Philadelphia, 1976.

Health Careers

Unit Description

This unit is designed to cover the training required and the benefits of a health career.

Objectives (minimum one hour)

The student will demonstrate knowledge of the
1. opportunities for careers in the health field;
2. responsibilities and training required in various health careers;
3. rewards of a health career.

Performance Indicators

1.1 The student will list five health careers.
2.1 Given a list of three health careers, the student will list them in order from the highest paying to the lowest paying career.
3.2 The student will give two reasons, other than financial, why many people choose careers in health.

Content Outline

I. Health Careers
   A. Health educator
   B. Health occupations
   C. Dental assistants
   D. Dental hygenists
   E. Nurses
   F. Health research
   G. Treatment careers
      1. Dentist
      2. Physician
      3. Psychologist
   H. Promotion
      1. Salesperson
      2. Advertising
   I. Allied
      1. Lab Technician
      2. Public health inspector
      3. Dental laboratory technician

II. Training Requirements

III. Benefits

Instructional Activities

1.1 Invite the school guidance counselor to discuss job opportunities with the students.
1.2 Have the students survey the local community and make a list of health related careers found in their area.
2.1 Have each student interview a professional person. Prepare a list of questions or information to be acquired from each individual.
2.2 Have each student prepare a written report on the training requirements of specific health career.
3.1 Invite an individual from a health profession to discuss feelings about the job and lifestyle.

Sample Resources

Books

Bernhardt, Edna Erickson, *Upper Elementary Classroom Activities*, Department of Counseling and Personnel Services, College of Education, University of Missouri - Columbia.
Grant, Murray, *Handbook of Community Health*, Lea and Febiger, 1975.

Pamphlet

Health Careers in Georgia
Division of Curriculum Services
Georgia Department of Education
Atlanta, Ga. 30234

Seventh Grade

Note to the Teacher

We hope that you will enjoy teaching this course and that you will take it as a personal challenge to create a positive learning experience for everyone involved, including yourself. You will have the opportunity to assess your own health habits along with those of the students. Perhaps you will form some new positive attitudes toward your own health practices and become a learner as well as a teacher.

Your philosophy of teaching will be an important factor in the outcome of the course. We hope you will strive to motivate all of the students all of the time. Even though each student is different, all have an innate desire to learn.

We want this course to be a selection of materials best suited to the needs, interests, backgrounds and maturity of the group being taught. Not only do we want the students to learn, but we also want them to enjoy the class. We all know that the environment is an important factor in the learning process. A pleasant and stimulating environment enhances our primary objective, which is to give the students practical skills for implementing healthful life choices, and also to create in them an appreciation for the opportunity they have to choose a lifestyle that promotes health on a personal, interpersonal and community level.

We are approaching this course from a total health point of view. Total health includes the physical, mental and social aspects of an individual. All of these are related when we use them in terms of being a healthy and well-adjusted individual.

The amount of material to be covered in the class is sometimes unknown. A scheduled activity in certain areas of study may take more time than expected. For example, you may have a values clarification activity scheduled for half of one period and it may go for the full length of that period. We feel that when students are strongly motivated, that experience should not be denied for the sake of staying on schedule.

However, we do recommend that you try to stay on schedule in terms of the course calendar. If you are being pressed for time, you may delete some of the material that had been planned. We do not recommend that you simply delete an entire unit because of lack of time. We base this on the fact that a more rounded individual will be better able to practice the habits important to healthful living.

Course Description

This course is designed to investigate major health concepts which are of concern to today's youth. It includes all the essentials of a standard health curriculum. However, it emphasizes the interrelated physical and emotional changes that affect all students at this stage of development, and the need for students to establish their individual health goals and make responsible decisions about them.

Hours Per Content Area

Drug use and abuse	9 hours
Diseases	8 hours
Environmental hazards	7 hours
Nutrition	7 hours
Safety	7 hours
Mental health	8 hours
Structure and function	9 hours
Classroom total	55 hours
Testing	5 hours
Total	60 hours

Drug Use and Abuse

Objectives (minimum nine hours)

The student will

1. demonstrate knowledge and understanding of what a drug is and what changes in the body occur due to the use or misuse of a drug;
2. demonstrate the relationship between tobacco use and the development of serious health problems;
3. demonstrate knowledge and understanding of the harmful substances found in cigarette smoke;
4. demonstrate the nature of alcohol and the physical effects alcohol can have on the body;
5. demonstrate knowledge of the general, immediate, and long-term effects of frequently abused drugs.

Performance Indicators

1.01 The student will define what a drug is and what effect a drug has on the body.
1.02 The student will be able to identify the immediate and long term effects of drug abuse.
1.03 The student will list five activities that could be alternatives to the use of any drug.
1.04 The student will be able to describe the dangers of tobacco use and the reasons people start smoking and chewing tobacco.
1.05 The student will be able to identify the effects of alcohol on the body and the reason people drink.

Instructional Activities

Have the students investigate how the use of alcohol, tobacco, or other drugs can affect an unborn child, normal adult and normal child.
Have the students list and discuss the implications of drug abuse.
Have a local policeman come and speak on the legal and auto safety consequences of alcohol or drug abuse.
Do a role playing activity concerning the problems encountered between parents and children due to drugs.
Discuss with the students the economic implications involved with alcohol and drugs.
Do a role playing activity where a person is being pressured to take some type of drug. What does one do in that situation?
Do a role playing activity where the child is confused about what to do concerning a drunk parent.
Have students recite effects of tobacco on oral tissues.

Content Outline

I. Drug use and abuse
   A. Common Drugs
      1. what are drugs?
      2. effects on the body
      3. safety with prescribed drugs
      4. types of drugs
      5. use and misuse of drugs
   B. Alcohol
      1. what is alcohol?
      2. effects on the body
      3. why do people drink?
      4. dependence
         a. sign of
         b. help for the problem drinker
   C. Tobacco
      1. why people start smoking and chewing
      2. dangers of tobacco use
         a. harmful substances
         b. diseases caused by smoking
      3. effects on the body
      4. dependence
      5. quitting the habit

Sample Resources

American Dental Association, W134, Page 37.

Disease

Objectives (minimum eight hours)

The student will
1. demonstrate knowledge of diseases, their causes, and methods of prevention;
2. demonstrate an understanding of the difference between infectious and noninfectuous diseases;
3. demonstrate knowledge and understanding of the role of body defenses in the control of disease;
4. demonstrate knowledge and understanding of the role of vaccinations in causing immunity.

Performance Indicators

The student will identify three agencies that are concerned with promoting and protecting people's health.
The student will identify two communicable and noncommunicable diseases and identify their causes and methods of prevention.
The student will be able to describe the variations of diseases in different cultures.
The student will describe the relationship that one's environment has on the contraction of disease.

Instructional Activities

Have the students compile a family pedigree of causes of death or disease. How are they contracted and transmitted?
Have someone from the local health department speak to the class on prevention of disease.
Have a nurse demonstrate the self-check method for cancer to the girls in the class. With the boys, discuss tests for testicular cancer. Have them discuss the importance of regular check-ups.
Have the students investigate the diseases that are a risk for them at their age level.

Content Outline

I. Diseases
   A. Infectious and noninfectious disease
      1. causes
      2. prevention
      3. control
   B. Common health problems
      1. cardiovascular disease and cancer
      2. dental disease
      3. other common health problems
   C. Cross cultural variations in pattern of disease
   D. Changes in focus regarding major threats to health in the United States (1875, 1920, 1980)
   E. Host-agent-environment
      1. relationship in health and disease
      2. environmental control
   F. Disease and public health

Environmental Hazards

Objectives (minimum seven hours)

The student will
1. demonstrate an understanding of what is meant by a healthy environment and a knowledge of what each individual can do to help preserve the environment;
2. demonstrate knowledge and understanding of the relationship of specific diseases to specific solid waste problems;
3. demonstrate knowledge of the methods of controlling noise and solid waste pollution;
4. demonstrate knowledge and understanding of the effect of stressful sounds on health and health behavior;
5. demonstrate knowledge and understanding of the sources of solid waste and explain the trend to larger amounts of solid waste.

Performance Indicators

The student will list five things he or she can do personally to help create and maintain a healthful enviroment.
The student will identify three health problems in the environment, their causes and methods of prevention.
The student will be able to describe the importance of preserving the environment and what methods are available to attain this preservation.
The student will identify the different methods of disposing of solid waste materials and give the advantages and disadvantages of each.

Instructional Activities

Have the students identify the major sources of noise and solid waste pollution.
Through small group investigation, have the students suggest ways in which they can help to better the environment.
Discuss with the students the roles of the individual and government in controlling solid waste pollution.
Ask the students, "If you could make a law to reduce pollution, (noise, solid waste) what would it be and why?"
Have the students investigate the effects of noise and solid waste pollution on a person's physical and mental health.
Describe to the students the new types of pollution that have come into existence in the past few years (chemical, radiation).
Describe to the students the ways of controlling various types of noise pollution.

Content Outline

I. Environmental Hazards
   A. Healthy environment and you
      1. why concern over the environment
      2. preservation of the environment
   B. The pollution around us
      1. noise
         a. causes
         b. effects (mental and physical)
         c. methods of prevention
      2. solid waste—litter
         a. causes
         b. effects (mental and physical)
         c. disposal of solid waste
      3. chemicals and radiation
         a. causes
         b. effects
         c. methods of prevention

Nutrition

Objectives (minimum seven hours)

The student will
1. demonstrate knowledge and understanding of the nutritive value of foods and the role they play in development and growth;
2. demonstrate knowledge and understanding of the forces that affect food selection;
3. demonstrate knowledge of some of the ways food processing, advertising, emotions and social activities influence food choices;
4. demonstrate knowledge and understanding of the role of nutrition in growth and development;
5. demonstrate an understanding of the ways physical, social and emotional health depend on having a balanced diet;
6. demonstrate knowledge and understanding of the relationship between calorie intake, energy expenditure and weight control.

Performance Indicators

The student will describe proper methods of controlling weight and the effects these methods have on the body.
The student will list the six main classes of nutrients and give an example of a food that furnishes one of these nutrients.
The student will list and explain some physical activities that would be important in controlling weight.
The student will describe how eating habits are formed and how personal food choices are made.

Instructional Activities

Have the students analyze the forces that affect food selection (advertising, emotions, social activities, cultural and economic factors).
Discuss with the students the effect emotion has on food selection.
Have the students describe the reasons people eat. How do these reasons affect their health behavior?
Discuss with the students the functions and sources of the basic nutrients.
Have the students describe the relationship between calorie intake, energy expenditure and weight control.
Have the students investigate the different types of diets. Discuss why so many dieters do not succeed.

Content Outline

I. Nutrition
   A. Nutrition and you
      1. why eat the foods you do
         a. how eating habits are formed
         b. food choices and nutrition
      2. foods needed for growth and development
         a. nutrients and their function
         b. foods and their nutrients
      3. nutrition and behavior
      4. importance of breakfast as it compares to the other meals of the day
   B. Diet and weight control
      1. exercise
      2. basic food groups and their importance
      3. proper diet for gaining or losing weight
      4. effects of diets on the body
      5. fad health diets

Safety

Objectives (minimum seven hours)

The student will
1. demonstrate knowledge of the appropriate safety practices to follow in all aspects of an individual's environment;
2. demonstrate knowledge and understanding of the effect of fatigue, emotions and drugs on accidents;
3. demonstrate knowledge of the factors contributing to accidents;
4. demonstrate knowledge and understanding of how the environment can be a factor in the increase or decrease of accidents;
5. demonstrate knowledge and understanding of the common sense rules related to traffic and water safety;
6. demonstrate knowledge and understanding of the precautions to be taken in the event of a tornado or flood;
7. demonstrate knowledge and understanding of potential causes of oral injuries and ways in which they may be avoided.

Performance Indicators

The student will identify four areas involving highways and roads which could be considered health hazards.
The student will list the items required by law to be aboard at all times when boating. The students will also describe the proper way to enter and leave a boat.
The student will identify the precautionary measures to be taken during severe weather (thunderstorm, tornado, floods, etc.).
The student will describe the responsibilities of the rider or operator on a bicycle or motorcycle. What are the laws governing each?
The student will describe how the environment can be a determining factor in the cause of accidents. Have students explain the importance of knowing their surroundings when riding any vehicle.
The student will name three possible causes of accidents to oral structure and list ways in which accidents from these causes may be avoided.
The student can list emergency procedures to be undertaken when there is an oral injury (e.g., fractured, loosened or knocked out tooth).

Instructional Activities

Discuss with the student the laws that have come into existence the last few years concerning the bicycle and its use.
Have the students describe the proper procedures involved in safety precautions due to severe weather (tornado, floods, thunderstorms, etc.).
Have the students describe areas in their community that could be possible safety hazards to a pedestrian or a person in a vehicle.
Discuss with the students the effects that fatigue and emotions have on accidents.
Have students bring to class pictures illustrating sports in which oral injuries are likely. Make a bulletin board display.
Have the class contact the physical education teacher and coaches to determine the number and types of mouth injuries that have occured during the school year. Have students report their findings to the class.

Content Outline

I. Safety
  A. On the road
    1. role of the bicycle
      a. changes in laws concerning bicycles
      b. hazards of the bicycle
      c. responsibility of riders
      d. responsibility of passengers
    2. car safety
    3. pedestrian safety
    4. motorcycle safety
    5. role of the environment
    6. role of attitude and emotion
  B. Water safety
    1. boating
    2. water skiing
    3. common sense safety practices
  C. Severe weather
    1. tornado
    2. flooding
    3. thunderstorms

Mental Health

Objectives (minimum eight hours)

The student will
1. demonstrate knowledge of individual self-awareness including understanding, accepting and asserting self, developing a positive self-image and setting personal goals;
2. demonstrate knowledge and understanding of the relationship between a person's behavior and health;
3. demonstrate knowledge and understanding of the influence of stress on well-being;
4. demonstrate an understanding of the principal sources of stress;
5. demonstrate knowledge and understanding of effective strategies for coping with physical, social and mental stress;
6. demonstrate an understanding of what a person's personality is and how it affects oneself and others.

Performance Indicators

The student will list three ways that positive leisure time activities relate to mental and physical health.
The student will identify and explain the relationship between a person's behavior and health.
The student will list five things that influence behavior and how each can affect total health.
The student will identify five methods of coping with stress.
The student will explain the relationship between a person's personality and mental health.
The student will identify neurotic and psychotic behavior and describe how they may make coping with stress much more difficult.
The student will describe some of the sources of stress that are specific to his or her age group.

Instructional Activities

Discuss stress and its potential positive and negative effects.
Have the students list sources of stress and discuss its effect on their total health.
Have the students do a stress experiment. Have them take their pulses before, during and after a stressful situation. Have them record such things as heart rate, how they felt, etc. (give an example of a stressful situation that could be simulated).
Have the students discuss personality and have them explain some of the factors that they feel have helped to form their own personalities.
Have the students describe effective strategies for coping with physical, social and mental stress.
Divide the class into small groups and assign each group one of the strategies for coping with stress. Have them devise a skit that dramatizes their coping strategy in action. When each group presents its skit, the class should be able to identify which of the strategies explained in class was being used.
Discuss with the class neurotic and psychotic behaviors that could come about in an individual because of failure to cope with everyday tensions.

Content Outline

I. Mental Health
   A. Personality
      1. factors that influence personality
      2. self-concepts
      3. values and valuing
      4. learning about yourself and others
      5. emotions and feelings
   B. Stress
      1. definition of
      2. sources of
      3. changes in life as a result of stress
      4. coping with stress
         a. defense mechanisms
         b. stress management
      5. specific sources of stress at students age level
   C. Neurosis and neurotic behaviors
      1. phobias
      2. obsessions and compulsions
   D. Personality disorders
      1. psychosis
      2. suicide

Structure and Function

Objectives (minimum nine hours)

The student will
1. demonstrate knowledge and understanding of the factors affecting growth and development.
2. demonstrate an understanding of the role heredity plays in determining patterns of growth and development.
3. demonstrate knowledge and understanding of the environmental factors that affect growth and development.
4. demonstrate knowledge of the patterns of growth and development that occur during early adolescence.
5. demonstrate knowledge and understanding of the effect of emotions on the major systems of the body.
6. demonstrate knowledge of the roles the major systems of the body play in growth and development.

Performance Indicators

The student will identify two major systems of the body and their function.
The student will identify how exercise affects the major systems of the body.
The student will explain the effect emotion has on the functions of the body's major systems.
The student will describe the relationship between the environment and growth and development.
The student will explain the importance of proper hygiene to physical, social and mental health.
The student will describe how his or her health habits (exercise, sleep, relaxation) can be a determining factor in growth and development.

Instructional Activities

Have the students describe the functions of the major systems of the body and discuss how physical exercise affects each.
Have the students discuss how proper hygienic care can affect physical and social well-being.
Discuss with the students the changes that early adolescents go through. These changes can be physical or mental.
Have the students describe the factors that influence growth and development. Have them describe how their environmental factors might have affected their growth and development.
Discuss with the students the role emotions play on their growth and development; on the body's systems.

Content Outline

I. Structure and Function
   - A. Effects of physical activity on body systems
   - B. Effects of emotions on the body's systems
   - C. Growth and development
     1. growth patterns (how we are alike and unique)
        - a. physical
        - b. mental
        - c. social
        - d. emotional
     2. what affects growth and development
        - a. heredity
        - b. environment
     3. changes and health
        - a. reproductive system
        - b. puberty
        - c. physical changes in adolescence
        - d. emotions

Sample Resources

Books

You and Your Health. Scott, Foresman, level 7, 1981.
Modern Health Investigations. Houghton Mifflin, 1974.
Investigating Your Health. Health—A Way of Life. Scott, Foresman, 1979.
Health and Safety For You. McGraw Hill, 1980.
Modern Health. Holt, Rinehart and Winston, 1980.
Your Health and Safety. Harcourt, Brace, Jovanovich, 1977.
Making Health Decisions. Prentice-Hall, 1975.

Pamphlets

Viewpoints. Georgia Department of Education, Twin Towers East, Atlanta Georgia 30334.
PCP. National Institute on Drug Abuse, U.S. Department of Health, Education, and Welfare/Public Health Services.
Drug Abuse Prevention - For You and Your Friends. U.S. Department of Health, Education, and Welfare/Public Health Service, Alcohol, Drug Abuse and Mental Health Administration.
Why Evaluate Drug Education. U.S. Department of Health, Education, and Welfare/Public Health Service.
Drugs of Abuse. U.S. Department of Justice Drug Enforcement Administration.
Basic Bodywork—For Fitness and Health. American Medical Association, 535 N. Dearborn Street, Chicago, Illinois, 60610.
Lung Cancer: You Need to Know the Facts. American Lung Association.
Second Hand Smoke: Take A Look at the Facts. American Lung Association.
Time Out For Good Grooming. American Medical Association.
Honest Answers to Questions Teenagers Ask About Drinking. Preferred Risk Insurance Companies.
Facing the Facts: Drugs, Alcohol, and Tobacco. Pathways to Health. Indiana University.
Battling Disease: Protecting Your Health, Pathways to Health. Indiana University.
Protecting the Environment: The Pollution Problem. Pathways to Health. Indiana University.
A Guide to Good Eating. National Dairy Council.

Eighth Grade

Notes to the Teacher

This health course is composed of 10 units with objectives, performance indicators and activities for each subject area. The curriculum presents subjects affecting this age group and it is believed that in following it the teacher will be providing a balanced health program for eighth grade students.

Subjects covered in this curriculum are the following.

Hours Per Content Area

Drugs	5 hours
Diseases	5 hours
Environmental, community and national health resources	6 hours
Nutrition and health	4 hours
Family living and health	5 hours
Safety and first aid	14 hours
Mental, emotional and social health	6 hours
Structure, function and care of the human body	5 hours
Consumer health	5 hours
Health careers	4 hours
Classroom total	59 hours

The course as outlined may contain materials covered in another unit or discipline. It is suggested that when this occurs the material contained in this guide should only be summarized.

Activities to support each objective are provided and in most instances more than one activity is provided for each objective. In some instances it is recommended that resource persons be brought into the classroom to inform students in areas of their expertise. It has been the experience of many that the use of resource persons enhances the program, particularly when they have something concrete to offer.

These units, in addition to basic health content, seek to instill in students a sense of personal responsibility for health decisions.

An abundance of material and audiovisuals is available and is included as applicable in each unit. A word of caution. Some training aids available for health courses are prepared for advanced biology courses. When used, they serve only to confuse the young adult. Simple charts which provide adequate information in support of the unit of instruction are recommended.

Drugs

Unit Description

This unit is designed to teach students the relationship between their health habits and their physical and mental health. An examination will be made of psychological and physical dependence. Students will be provided an opportunity to investigate the effects of smoking, alcohol and other drugs on their bodies and on the unborn child. Activities are designed to help them make thoughtful decisions about the use and abuse of drugs.

Objectives (minimum six hours)

1. The student will be familiar with the proper use of drugs and how drugs have potential for abuse.
2. The student will identify the effects of alcohol, other drugs and smoking on the unborn child.
3. The student will identify problems associated with the prolonged abuse of drugs.
4. The student will evaluate factors leading to the development of potentially dangerous habits.
5. The student will evaluate advertisements as powerful influences in persuading people to develop smoking habits.
6. The student will identify how the government seeks to inform the public on the dangers of alcohol, tobacco and other drugs.

Performance Indicators

1.1 From a list of 10 uses of drugs in our society, the student will be able to identify six proper uses.
2.1 From a list of possible defects in a newborn infant, the student will be able to identify those associated with the mother's use of cigarettes, alcohol and other drugs.
3.1 From a list of definitions, the student will be able to select those definitions which describe physical and psychological dependence.
3.2 From a list of 10 effects that smoking and alcohol have on the body, the student will be able to associate the effect with the proper substance at 90 percent accuracy.
4.1 Given a list of reasons why the individual engages in various activities, the student will be able to identify those reasons which seem to lead to drug abuse.
4.2 Given a list of facts from current research studies, the student will be able to select those facts regarding the use of drugs among adolescents.
4.3 When given a list of simulated situations, the student will demonstrate how he or she can make decisions about the use of illegal drugs.
5.1 When given a list of advertisements, the student will be able to identify those which are designed to attract the interest of youth.
6.1 From a list of government actions, the student will be able to select those which are associated with the government's attempt to keep the public informed concerning the dangers of the misuse of various drugs.

Content Outline

I. Drugs in the treatment of illnesses
   A. Antibiotics
   B. Vaccines
   C. Analgesics
   D. Anesthetics
   E. Psychoactives

II. The abuse of drugs
   A. Factors leading to the abuse of drugs
      1. Peer pressure
      2. Advertisement
      3. Experimentation
      4. It's our thing
      5. Pressure to succeed
      6. The "establishment" is hypocritical
      7. Reached maturity

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B. Predisposing factors
   1. Availability
   2. Psychological
   3. Example of adults
C. Problems associated with prolonged abuse of drugs
   1. Physical dependency
   2. Psychological dependency
   3. Securing funds
   4. Breaking the habit

III. Coping Strategies

A. Developing alternate ways to change your mood
B. Develop a positive attitude about life
C. Reinforce your personal values
D. Keep informed
E. Know yourself

IV. The effects of drugs (immediate and long range)
A. Physical effects of tobacco on
   1. Body
   2. Mind
   3. Unborn child
B. Physical effects of alcohol on
   1. Body
   2. Mind
   3. Unborn child
C. Physical effects of other drugs on
   1. Body
   2. Mind
   3. Unborn child

V. Research efforts in determining effects of drugs on human body
A. Government research
B. Private research

Instructional Activities

1.11 Prepare a report indicating
   a. How people benefit from drugs when they are used as prescribed by a physician.
   b. How the individual and society are harmed by the abuse of drugs. (Note: this can be committee work or individual research. If followed by a "rap" session, it can become a class activity.)

1.12 Ask for volunteers to contact local and state offices of The American Cancer Society, the Heart Association and Tuberculosis and Health Association for information about the effects of smoking and health. Use material to develop a debating team to debate the subject "To smoke or not to smoke—your choice".

2.11 From material collected in activity 1.12, or from inviting a physician to speak to the class, have students make a chart indicating the effects of smoking, alcohol and other drugs on the unborn child. Students could prepare their questions, which would be checked by the teacher, in order to get the desired information if a physician is invited to the class. This could be followed by a class discussion on the subject, "Is it worth the risk?"

3.11 Invite a physician to discuss the effects of smoking and alcohol on the body. Provide a time for questions at the end of the presentation. (Note: If a doctor is not available, the local coach or other individual who possesses the necessary information may be used.)

4.11 Invite a juvenile judge to discuss the problems of drug use by teenagers. Discuss after the presentation the statistical chance of becoming physically and psychologically dependent on drugs.

4.12 Study current literature and transparencies available from the Food and Drug Administration concerning drugs and their effects. Following the research, students should discuss some of the effects on people, including some of the undesirable side effects from prescribed drugs.

5.11 Class may be divided into sections. Each section should be assigned an area of advertisement (Newspaper, TV, etc.). Students will study smoking advertisements assigned to their particular group with special emphasis on the attempt to attract the interest of youth. When completed, students should participate in a discussion of the ways advertisements attempt to attract youth and why so much emphasis is placed on persuading youth to participate.

6.11 Invite the local pharmacist to discuss with the class how the government controls the handling of drugs and warnings placed on drugs. Following this activity, students could be asked to bring samples of boxes with government warning lables on them.

Sample Resources

Books

Gmur, Fodoe, Glass, Langan, *Making Health Decisions*, Prentice-Hall 1975
Richmond, Pounds, Jenkins, Sussdorf, Sanders, *You and Your Health*, Scott, Foresman, 1981
Fodor, Glass, Gmur, Moore, Neilson, Byrd, *Your Health and Your Future*, Laidlaw, 1979
Modern Health Investigations, Houghton-Mifflin, 1977

Pamplets

Drugs, Alcohol and Tobacco - Globe Book Co.
Jackson Junior High, Teachers Manual on Film Series - U.S. Government, Dept of HEW, Office of Education, Division of Educational Technology
What Shall We Do About Drinking? Rutgers Center of Alcohol Studies, 1970
Alcohol, You Can Help Your Kids Cope, Instructor, Nov 1975, Available from Author, Ed. Associates Inc., Cambridge, Mass.
Facts About Alcohol and Alcoholism, U.S. Government Printing Office, Washington, D.C. (0.95)
This Side Up, (Booklet) National Institute on Drugs
Saying No, U.S. Department of Health and Human Services, Available from National Institute on Drug Abuse, 5600 Fishers Lane Rockville, Md. 20857
Drugs and the Young, Time Education Program, Time and Life Building Rockefeller Center, New York, N.Y. 10020

Periodicals

Current Health (A Continuing Guide to Health Education) Curriculum Innovations, 3500 Western Ave., Highland Park, Ill., 60035

Films

American Heart Association: *Smoking and Heart Disease, Let's Talk About Smoking*
American Cancer Society: Cigarette Smoking - *Take It or Leave It*
Eye Gate, *Making Up Your Mind About Booze*, Dope or Smoking (Film Strip) *I Never Looked At It This Way Before* (Film Strip)

Equipment

Film projector
Film strip projector
Screen

Facilities

Classroom

Evaluation

1. Pre-and posttesting to determine progress of students. (Pretesting can help the teacher determine the instruction level for individualized lesson plans.)
2. Test students on film *Jackson Junior High*. This should be done after pre-and postfilm activities.
3. Conduct a "rap" session with classwide participation.

Safety and First Aid

Unit Description

This course is designed to teach students basic first aid skills and to promote safety in all areas of their lives. The basic causes of accidents are explored. Emphasis is placed on areas that most affect students in this age group and those a little older. The course is designed to balance reading and activities.

Objectives (minimum fourteen hours)

1. The student will become familiar with basic first aid techniques in a variety of situations;
2. Students will classify accidents as to their causes;
3. Students will identify safety factors in the home, automobile, school, lab, bicycling, motorcycling, water and their influence on the reduction of accidents, injury and death;
4. The student will identify appropriate responses in various emergency situations.

Performance Indicators

1.1 When called upon, the student will be able to perform first aid in a simulated situation.
1.2 The student will be able to pass a test on basic first aid with a percentage of 85.
2.1 Given a list of 20 causes of accidents, the student will be able to identify those which are caused directly by human factors.
3.1 The student will follow safety rules at school, on the way to school, in the gym, labs and on field trips.
3.2 The student will be able to inspect his or her home and identify most safety hazards.
3.3 The student will be able to design a fire escape plan for his or her home and conduct a practice fire drill with the family.
3.4 The student will be able to describe the need for and benefit of a mouth protector program in school.
4.1 The student will be able, when presented with various possible emergency situations, to identify appropriate responses.

Content Outline

I. First Aid
   A. Minimum Suggested Content - American Red Cross Basic First Aid Program
      This is a self-paced program, Teacher orientation can be given by an American Red Cross instructor in two to four hours which will qualify the teacher as an instructor of basic first aid. Each system can have one teacher trained as an instructor who in turn can train new teachers in the system as basic first aid instructors.

      Students can start with any of four of the books written for the course. Each book is self-contained and instruction in each does not depend upon previous reading. This reduces the number of sets of books needed for the classroom. With four books to a set, only 10 sets are needed for each classroom.

      In each room there should be a section set aside for practicing those skills required by the course. Equipment should be available for the needs of each skill. Students practice these skills in the presence of the teacher in small groups (4-6), and the teacher should make on-the-spot corrections when errors are observed.

      Two sets of records are kept by students.
      a. A master roster which is checked by student upon completion of units within the book. This provides the teacher with a rapid method of observing the progress of all students.
      b. An individual record which the students keep for themselves.

      Note: Both of these records are available free from the American Red Cross.
   B. Sudden Illness

II. Safety
   A. The meaning of safety
   B. Areas where accidents frequently occur
      1. Lab
      2. Water
      3. Highway

4. Home
5. Playground (including PE)
6. Bicycling
7. Motorcycles
8. Skateboards

C. Human factors that influence accidents
   1. Age
      a. Inexperience
      b. Lack of judgment
      c. Willingness to take risks
   2. Personal traits and attitudes
   3. Fatigue
   4. Emotions
   5. Drugs
   6. Physical defects and diseases

D. Living Safely
   1. Controlling the behavior of the individual through individual responsibility and discipline
   2. Controlling environment to prevent unintended events
   3. Anticipating

Instructional Activities

1.11 Students will participate in Basic First Aid training in the classroom through use of the Basic First Aid texts. This training includes practice sessions in an area of the classroom designated by the teacher. It is best for two students to team up with identical books. They conduct the practice sessions at the same time with each alternating as victim and as first aid expert.

2.11 Invite safety personnel to visit the class and discuss their specialties, stressing major causes of accidents.
Highway - stresses highway safety, bike safety, skateboard safety and motorcycle safety
Firefighter - fire safety and escape plans for home
Lifeguard - water safety
Industrial safety officer - work
Teacher - lab and other areas of the school

2.12 Assign students the responsibility of preparing a fire escape plan for their homes and conduct a practice session with the families. Parents should sign plan when practice session has been conducted. Students will bring the plans to the teacher who will give credit for the activity.

2.13 Prepare a safety bulletin board for the entire school. The design and information on the bulletin board should be the work of the students. They can communicate with most of their peers.

3.11 Have students study and analyze accidents which occur at school, home, on way to school, field trips, shop and lab. Identify causes and discuss how the accidents could have been avoided.

3.12 Conduct a discussion on the expressions "accident prone" and "safety consciousness."

3.13 Have students bring newspaper articles to class concerning accidents. Have students analyze how these accidents might have been prevented.

3.14 Assign a committee of students to interview physical education teachers or coaches about the school's mouth protector program. What sports are included? Are girls' sports covered? If possible, obtain samples of protectors used for display to the class. If no program is currently in effect, find out why. Students can then present their findings to the class. Also have student ask physical education teachers and coaches to determine the number and type of mouth injuries that have occurred during the school year.

Sample Resources

American Red Cross, *Four Volumes of the Basic First Aid Course*
National Safety Council, *Yearly Accident Facts*, published by The National Safety Council
American Red Cross, *Standard First Aid and Personal Safety*
American Red Cross, *Instructor Manual*
American Red Cross, *Instructor Checklist*

Pamphlets

First Aid Merit Badge Book, Boy Scouts of America
Safety Merit Badge Book, Boy Scouts of America

Films

Multimedia Standard First Aid, American Red Cross
One Person Too Late, American Red Cross
The Emergency First Aid Film, Metropolitan Life Inc.
The Emergency First Aid Series, Journal Films, Inc.

Equipment

10 sets of Basic First Aid books per classroom
2 blankets (minimum; however, four would provide a better opportunity for practice sessions.)
20 triangle bandages (can be made from old sheets).
40 ties, these need be only 12 inches long
1 set of demonstration cards (available from American Red Cross)
Film Projector
Screen

Facilities

Classroom

Testing

1. A test is prepared for you by the American Red Cross. This test requires two periods for most students and is a thorough examination of the student's knowledge. Most schools now conducting this program require 85 percent correct answers for student to earn a Basic First Aid Card from the American Red Cross as an indication that they have been trained.
2. Develop a situation or point out a real situation in the classroom and allow student to identify
   a. dangerous features.
   b. safe features.

Diseases

Unit Description

This unit introduces students to communicable and noncommunicable diseases associated with the young adolescent and the effects on their physical and mental development. Students will explore their personal responsibility in the prevention and control of diseases. This unit includes activities designed to show students that life-style and poor health habits can contribute to the diseases experienced by the young adolescent.

Objectives (minimum five hours)

1. The student will be familiar with causes and effects of contagious diseases peculiar to the adolescent.
2. The student will be familiar with diseases that result from malfunctions of the body systems.
3. The student will identify his or her role in the prevention and control of diseases.
4. The student will recognize the role of public and private agencies in controlling diseases.
5. The student will identify the causes, prevalence and treatment of common oral diseases.

Performance Indicators

1.1 From a list of diseases, the student will be able to identify those which are communicable.
1.2 When provided with the types of sexually transmitted diseases, the student will be able to identify two potential effects on the body, how transmitted and the treatment available for each type.
1.3 When it is indicated that the sexually transmitted disease is untreated, students will be able to identify the effects on their own bodies and on an unborn child.
2.1 When asked, the student will be able to provide four ways to reduce the chances of getting a cardiovascular disease.
2.2 When asked, the student will be able to provide a description of the symptoms and treatment of diabetes and the malfunctioning gland responsible for the disease.
3.1 The student will be able to identify five ways he or she can contribute to the prevention and control of communicable diseases.
4.1 Given a list of five public and five private agencies, the student will be able to identify two contributions which three of the agencies make in controlling disease.
5.1 The student can list the warning signs of periodontal disease. Warning signs of periodontal disease are bleeding gums when brushing gums or flossing, persistent bad breath, soft swollen or tender gums, pus from the gum line, loose permanent teeth, gums shrinking away from teeth and changes in the way teeth come together.

Content Outline

I. Types of diseases, their cause and effects on the body
   A. Communicable
      1. Gonorrhea
      2. Syphilis
      3. Influenza
      4. Hepatitis
      5. Strep throat
      6. Colds
   B. Noncommunicable
      1. Anemia
      2. High blood pressure
      3. Cancer
      4. Dental decay, gum disease
      5. Cardiovascular
      6. Diabetes
II. Personal responsibility for prevention and reducing risk factors
   A. Body conditioning
   B. Eating habits
   C. Life-style
   D. Environment
   E. Immunity
   F. Education
   G. Regular check up
   H. Dental check up
III. Agencies
   A. Official
      1. County health department
      2. State health department
      3. U.S. Public Health Service
   B. Nonofficial
      1. American Cancer Society
      2. American Heart Association
      3. National Foundation - March of Dimes
      4. National Society for the Prevention of Blindness
      5. American Diabetes Society
      6. American Dental Association

Instructional Activities

1.11 Assign each student an oral and written report on a specific communicable disease which appears to be a problem for Middle School students. The students should recognize that some diseases are more common than others during this period of their education. Students should voice their opinions as to why this is true.

1.12 Assign a report to a student on how sexually transmitted diseases were spread throughout the world. Discuss after the report the dangers of self-medication and quackery and identify where help is available if one of the diseases is contracted.

1.13 Show film *Tommorow Happens Today*. After film, have students identify how each sexually transmitted disease spreads to other parts of the body and its effect upon any offspring during this period.

2.11 Invite a physician to visit the class and discuss with the students how they can reduce the risks of cardiovascular diseases. After the discussion, have students write an evaluation of their efforts to reduce the risk of cardiovascular diseases.

2.12 Discuss the function of insulin in the body. Have a small group of students prepare a report and develop visual aids on biographical sketches of Dr. Banting and Dr. Best, discoverers of insulin.

3.11 Develop written reports on scientists who pioneered in the discovery, prevention and control of various diseases. (Secure pamphlet from Metropolitan Life Insurance Co. on "Health Heroes.")

3.12 Have each child identify from a list of communicable diseases those had by each member of the class. Make a composite list and arrange the list in order of incidence. Follow this with a discussion on how each individual could help reduce the number of incidents in the future.

3.13 Invite the school nurse to discuss with students the importance of routine health examinations. Discuss instruments used in these examinations.

3.14 Have a group of students prepare a bulletin board on disease. On one side place diseases for which we have preventative measures. On the other side place diseases for which we have no known cure and which are common among this age group.

4.11 Take class to library for research of public and private agencies and their contributions to the control of diseases.

5.11 Have the students check their own mouths for evidence of the warning signs of periodontal disease. Indicate that those who find symptoms should see their dentist.

Sample Resources

Books

Gmur, Fodor, Glass, Langan, *Making Health Decisions*, Prentice-Hall, 1975
Richmond, Pounds, Jenkins, Sussdorf, Sanders, *You and Your Health*, Scott, Foresman, 1981
Fodor, Glass, Gmur, Moore, Neilson, Byrd, *Your Health and Your Future*, Laidlaw, 1974
Vaughn, Diehl, Laton, Lampe, Oviatt, *Health and Safety for You*, McGraw-Hill, 1975 (4th Edition)
Brown, Donohue, Axnick, Blount, Jones, Ewen, *Syphilis and Other Venereal Diseases*, American Public Health Association 1970. (Published by Harvard University Press)
Passages, Department of Human Resources

Pamphlets

Facts You Should Know About VD but Probably Don't - Metropolitan Life
VD and You, DHEW, # 73-8223
Be Good To Your Heart, American Heart Association
The Heart Puzzle, American Heart Association
A Silent Killer is Stalking Our Nation, American Heart Association
The Way to a Man's Heart, American Heart Association
Eight Warning Signs of Gum Disease, American Dental Association, W105-C5

Films

Veneral Diseases. This film strip gives an excellent overview of the two major venereal diseases, gonorrhea and syphilis. Walt Disney.

Tomorrow Happens Today. This film strip portrays in a very vivid manner how diseases and drugs, resulting from decisions we make today, affect our lives and our offspring for the future.

Portrait of the Enemy. DHB 138. Uses analogy of basketball game strategy in dealing with periodontal disease. Available free from Modern Talking Picture Service Inc., 5000 Park Street North, St. Petersburg, Florida 33709.

Equipment

Film strip projector
Screen

Facility

Classroom

Testing

1. Pre- and posttesting to determine level of instruction (from pretesting) and progress made in the posttest.
2. Require students to discuss "VD - Its Danger and How It Affects Society."

Environmental Health, Community and National Health and Resources

Unit Description

This unit is designed to teach students the importance of maintaining sanitary conditions in the community. The role of the individual and voluntary agencies will be examined. The course will include activities and a field trip to help students make decisions concerning sanitation.

Objectives (minimum six hours)

1. The student will demonstrate knowledge of the relationship between health and maintaining sanitary conditions.
2. The student will identify the role of the community in providing facilities for sanitation.
3. The student will be familiar with the contributions of various community health agencies.
4. The student will examine the citizen's role in maintaining a high quality environment.
5. The student will explore international health problems and how they may affect the local community.

Performance Indicators

1.1 Given a list of 10 health problems, the student will be able to identify at least five due to sanitary conditions.
1.2 The student will be able to write a paragraph explaining why it is important to dispose of garbage correctly.
2.1 The student will be able to write a letter to a citizen of a foreign country explaining how sanitary conditions are maintained in the local community (county).
3.1 The student will be able to identify two health agencies at various levels of government and the way they assist in controlling sanitary conditions.
4.1 Given a list of eight ways the citizen may aid in maintaining a quality environment, the student will be able to describe his or her role in life.
5.1 The student will be able to write a paragraph on the subject, "How the health of the local community may be affected in an ever shrinking world."

Content Outline

I. Health Agencies and their Specialties
   A. Local
      1. Health department
      2. Drug treatment centers
      3. Water treatment plants
      4. Community mental health center
   B. State Environmental Protection Division - Department of Natural Resources
   C. National
      1. U.S. Public Health Service - Center for Disease Control
      2. U.S. Department of Health and Human Services
      3. Department of Agriculture
      4. Atomic Energy Commission
      5. Food and Drug Administration
      6. Environmental Protection Agency
   D. World Health Organization

II. Voluntary Agencies
   A. American Heart Association
   B. American Cancer Society
   C. American Lung Association
   D. American Dental Association

III. Private Agencies (Hospitals)
   A. Religious operated
   B. Shriners
   C. Universities
   D. City-county-public

IV. The Importance of Sanitation
   A. Home waste disposal
   B. Pasteurization of milk
   C. Food sanitation
   D. Water purification
   E. Swimming pools
   F. Personal cleanliness

V. Personal Responsibilities
   A. Disposal of garbage and trash
   B. Practicing health habits
      1. Cleanliness
      2. Refrigeration
      3. Proper preservation of foods
      4. Inspection stamps on meats

Instructional Activities

1.11 Have students research health problems associated with sanitary conditions. Follow this with a class discussion of sanitary problems in the community.

1.12 Set up a hypothetical situation of a set of twins. They for some reason must live in different environments. One will live in the rural area and one in the city. Determine how these environments are different and how the twins *might* be affected by their environment. Discuss with students how they are affected by their environment.

1.13 Invite a representative of the local health department to the class to discuss how garbage is properly disposed of in the community and why this is important to the health of its citizens.

2.11 Conduct a field trip to one or several agencies and observe the agency (agencies) in action. (Note: if one agency cannot accomodate all of the students and there is more than one agency, divide the class into groups and assign

each group to an agency.) Students would collect literature (if available), write down observations and share them after return to the classroom.

2.12 Have student research local laws concerning air quality and water quality control. Student would make oral report to class.

3.11 Assign each student a health agency to research, concentrating on the way they assist local government in controlling sanitary conditions. Each student may develop an aid to assist them in making their oral presentation, or the teacher may set up each aid developed and allow students time during class to study the aids.

4.11 Assign students a paper to write on "The dangers to the health of the community if I fail to accept my role in practicing healthy habits." Students may be recognized for their work by giving certificates to the most outstanding.

5.11 Divide the class into five groups and assign each group one of the following subjects.

1. The role of the World Health Organization
2. Regulation of foreign visitors to the United States
3. A comparison of requirements for students visiting other nations
4. A comparison of requirements for visitors to emerging nations
5. The functions of the Center for Disease Control

Sample Resources

Books

New York Times, *Mental Health in our Changing Culture*, 1972
Gmur, Fodor, Glass, Langan, *Making Health Decisions*, Prentice-Hall, 1975
Richmond, Pounds, Jenkins, Sussdorf, Sanders, *You and Your Health*, Scott, Foresman, 1981
Fodor, Glass, Gmur, Moore, Neilson, Byrd, *Your Health and Your Future*, Laidlaw, 1974
Vaughn, Deihl, Laton, Lampe, Oviatt, *Health and Safety for You*, McGraw-Hill, 1975 (4th Edition)

Pamphlets

EQ Index, Published by National Wildlife Federation, 1412 16th ST NW., Washington, D.C. 20036 (published annually)
Public Health, Boy Scout Merit Badge pamphlet
Air Pollution, American Lung Association
Research and Monitoring: Cornerstone for Environmental Action, Environmental Protection Agency
Toward a New Environmental Ethic, Environmental Protection Agency
Water Pollution, Air Pollution, Noise Pollution (Three Pamphlets) Addison-Wesley Publishing Co., Reading, Mass.
Protecting our Environment, Globe Book Co.
Environmental Science, Boy Scout Merit Badge pamphlet

Films

Pollution Below, This film summarizes the events involving environmental pollution that occured during a Thanksgiving Day. A lesson guide is available with film from NASA, John F. Kennedy Space Center, Code PA-eps, Kennedy Space Center, Fla. 32899
Many Alive: The World Health Organization. The story of how the World Health Organization assists in meeting health problems throughout the world.
Biological Catastrophes: When Nature Becomes Unbalanced. The Center For Humanities, P.O. Box 1000, Mt. Kisco, N.Y. 10549
Environment: Changing Man's Values, General Associates, Inc., P.O. Box 300, White Plains, N.Y. 10602

Equipment

Transportation for field trip
Film projector
Screen

Facilities

Classroom

Testing

1. Pre- and posttesting. Use pretesting to determine level and areas of special emphasis and posttesting to determine progress of students.
2. A period to discuss in writing "The Major Health Problems Associated With Environmental Pollution"

Nutrition and Health

Unit Description

This unit is designed to teach students the importance of good eating practices. The relationship between poor eating habits and nutritional problems will be examined. The problems associated with obesity will be investigated. The students will be introduced to the signs of nutritional deficiencies. The course teaches the student to make value judgments and personal nutrition decisions.

Objectives (minimum four hours)

1. The student will understand how good nutrition, heredity, culture and physical activities are related to body growth and development.
2. The student will demonstrate knowledge of how eating habits influence body processes in positive and negative ways.
3. The student will recognize special nutritional needs of the adolescent.
4. The student will understand that eating habits are choices for which each individual is responsible.
5. The student will identify health problems associated with obesity.
6. The student will understand the relationship between calories in — calories out and weight gain or loss.
7. The student will understand causes of oral diseases.

Performance Indicators

1.1 When asked, the student will be able to explain how good nutrition, heredity, culture and physical activities affect body growth and development.
2.1 From a list of 20 foods, the student will be able to identify seven which have adequate nutritional value and seven which have limited or no nutritional value.
3.1 The student will, when asked, be able to describe the special nutritional needs of the young adolescent.
4.1 Given a list of five healthy and five unhealthy eating practices, the student will be able to identify four of the five healthy eating practices.
4.2 From a list of nutritional needs and available choices, the student will be able to identify occasions when there is complete freedom of choice, occasions when he or she makes decisions and occasions when the decisions are made by others.
5.1 The student will be able to identify from a list of 10 health problems those associated with obesity.
6.1 From a chart of adolescent activities, the student will be able to identify those using the largest number of calories.
6.2 The student will be able to describe how weight gain or loss is associated with food intake and activity.

Content Outline

I. Factors influencing body growth and physical development
   A. Calories consumed
   B. Activity
   C. Heredity
   D. Sex

II. Factors influencing food choices
   A. Social
   B. Culture
   D. Psychological
   E. Advertisements

III. Food—your choice, calories in - calories out
   A. The need for intelligent food choices
   B. Factors influencing weight gain and weight loss
      1. Food intake
      2. Energy expended
   B. Benefits of maintaining desirable body weight
      1. Aesthetic
      2. Social

Activities

1.11 Have class visit the library and research the discovery of vitamins. Follow this activity with a sharing session.
1.12 Divide class into committees to research diseases due to vitamin deficiency and how they are cured. Committee reports should be shared with entire class.
2.11 Show film *Human Body, Nutrition and Metabolism*. Following the film students should participate in a discussion on how nutrients contribute to a healthy body.
2.12 Assign students specific scientific data to review. Ask the following questions.
   a. What is the function of food?
   b. What are the essential nutrients which supply body needs? List the best sources for each nutrient.
   c. How do we determine individual energy needs?
   d. What is a balanced diet?
   e. How do the daily calorie needs of individuals vary with age and the nature of their activities?
   At the completion of assignments the findings of various students should be given to the entire class.
3.11 From a chart showing the number of calories required for persons of various ages, sizes and life-styles, have the students determine a range of calorie requirements for themselves.
3.12 Have students keep a record of the number of calories they consume in one week. If they do not approach the number needed for their age and size, they should explain how they can change their eating habits to restrict or increase their intake.
4.11 Require students, in conjunction with activity 3.12 (above), to keep a record of the opportunities to choose the foods they eat, those which they make decisions about and those decided by someone else.
4.12 In conjunction with activities 3.12 and 4.11 (above), have students analyze the foods they choose on their own as opposed to those chosen for them and determine which provided the best balance of nutrients to meet body needs.
5.11 Provide students with weight charts and have each determine his or her recommended weight for height and body type.
5.12 Provide students with a chart of activities and the number of calories used up per hour of activity. Students should determine the approximate number of calories they burn up in a normal day.

Sample Resources

Books

Gmur, Fodor, Glass, Langan, *Making Health Decisions*, Prentice-Hall, 1975
Richmond, Pounds, Jenkins, Sussdorf, Sanders, *You and Your Health*, Scott, Foresman, 1981
Fodor, Glass, Gmur, Moore, Neilson, Byrd, *Your Health and Your Future*, Laidlaw, 1974
Vaughn, Diehl, Laton, Lampe, Oviatt, *Health and Safety for You*, McGraw-Hill, 1975 (4th Edition)
Greg *Physical Fitness Through Sports and Nutrition*, Scribner, 1975

Pamphlets

A Girl and Her Figure. Dairy and Food Nutrition Council
A Boy and His Physique. Dairy and Food Nutrition Council
Food is More Than Just To Eat. Food and Drug Administration Consumer Division, 880 W. Peachtree N.W., Atlanta

Periodicals

Current Health (Continuing Guide to Health Education), Curriculum Innovations, Inc., Highland, Ill.
Nutrition News - National Dairy Council, Rosemont, Ill.
Today's Health, American Medical Association, New York, N.Y.
Journal of Nutrition Education, Society of Nutrition Education, Berkley, Calif.

Films

1. Available from Georgia Department of Education through Media Center
   Exercise and Health #531
   The Flabby American #9301
   Food that Build Good Health #1196
2. Available through County Extension Office and state or regional libraries, Dairy and Food Nutrition Council of Southeast
   How a Hamburger Turns Into You. This film shows the essential process that changes food nutrients into molecular building blocks. It provides an understanding of the scientific basis for growth.
   Vitamins From Food. A reenactment of the drama surrounding the discovery of vitamins. It explains how the body uses vitamins and the kinds of food that provide the vitamins we need.
3. Film strips available from Dairy and Food Nutrition Council of the Southeast
   How Food Becomes You
   Your Food, Chance or Choice

Equipment

Film projector
Filmstrip projector
Screen

Facility

Classroom

Testing

1. Pre- and posttesting. Pretesting to determine areas and level of instruction. Posttesting to determine progress made by students.
2. Require student to prepare in class, using open book, a balanced diet for a three-day period, meals cannot be repeated. Selected items may be used more than once.

Family Living and Health

Unit Description

This course is designed to acquaint students with the place of the family in our society. It will teach students their responsibilities and those of others in the building of a happy family. The course will explain that maturity involves physical and personality changes. Activities are designed to assist students to develop their value systems and a sense of responsibility to themselves and others.

Objectives (minimum five hours)

The student will
1. be familiar with the role of the family in our society.
2. demonstrate the role of the individual in organized groups throughout society.
3. identify physical, social and emotional changes which take place in the process of maturing.
4. identify various standards of sexual behavior in our society.
5. identify how the rights of individuals to have different opinions are protected.
6. demonstrate the importance of personal values and individual responsibility to self and others.

Performance Indicators

1.1 Given a list of the needs of the individual for social health, the student will be able to identify the contribution of the family.
2.1 The student will be able to write a paragraph on appreciation for the uniqueness of the individual.
2.2 Given a list of life situations, the student will be able to recognize the responsibility of the individual in each situation.
3.1 When provided with a list of physical, social and psychological changes in individuals, the student will be able to identify those which occur in the maturing process of the adolescent.
4.1 When provided with a list of cultures and subcultures in society and standards of conduct in sexual behavior, the student will be able to identify those which are acceptable in our society.
5.1 The student will be able to explain how in our society the rights of others to have different beliefs and opinions are protected.
6.1 The student will be able to explain how personal values and a sense of responsibility are developed.

Content Outline

I. The family
   A. Responsibilities (role) for members of the family group
   B. Value development
   C. Individual development including development of a sense of responsibility
   D. Relationship with other members of the team

II. Individual
   A. Qualities contributing to good human relations
      1. Sincerity
      2. Friendliness
      3. Kindness
      4. Flexibility
      5. Dependability
      6. Open-mindedness
      7. Making others feel worthwhile
   B. Changes occuring during maturation
      1. Physical changes
         a. Girls
         b. Boys
      2. Social changes
         a. Boys
         b. Girls
      3. Emotional changes
         a. Boys
         b. Girls
      4. Changes in human sexuality
      5. Development of attitudes
         a. Sexual attitudes
         b. Individuals whose concepts are different from our own
         c. Value system

Instructional Activities

1.11 Examine the meaning and purpose of the family in our society through panel discussions following research by the students. The panel could be selected from students representing the largest range of social and economic levels and different types of family structures possible.

1.12 Invite a resource person to the class to discuss the changing structure of the family in our society.

1.13 Have students identify values and behavior standards learned from the family.

1.14 Have students research family life in other cultures and follow with a class discussion on how the family in other cultures differs from families in our own culture.

2.11 Have students rate themselves using the following list.

I show concern for others.
I try to help people with problems rather than ignore them.
I do not use put-downs.
I take responsibility for how my behavior affects others.
I do not try to buy friendship by going along with those who are not kind to others.
I respect others enough not to annoy, provoke or bully them.
I do not act superior to others.

Following the rating by individual members of the class, students should discuss why there are different ratings and discuss the role of the individual in our society.

3.11 Discuss individual variations of body build in the class. Special note should be taken of variations among boys and girls. Discuss how these variations may affect social and emotional behavior.

3.12 Discuss growing up socially. During discussion students should compile a list of traits basic to getting along with others. Write on chalkboard the traits developed by the students and dramatize situations that exemplify the traits. As a different approach, students could be required to recall incidents in their own lives in which those traits helped them get along with others.

4.11 Call in a resource person to explain how different religious groups determine standards of sexual behavior.

4.12 Have a group of students study and research cultures and subcultures in society to better understand different standards of conduct in sexual behavior.

4.13 Have class write reports on the following subjects.

1. What are the effects of an interfaith marriage?
2. What forces in our society are adversely affecting the stability of the family?
3. What forces in our society are contributing to the stability of the family?

4.14 Divide the class into small groups and have students discuss the subject "What is morality?" "Does it change?" When groups have completed their work, conduct a class discussion on the same subjects.

5.11 Invite a lawyer to class to discuss how the rights of the individual to hold different opinions are protected.

6.11 Through small group activities, allow each group to develop a code of dating behavior. On completion of the group codes, assemble the class and develop a code of dating behavior for the entire class.

6.12 Prepare and have students fill out a personality questionnaire. After completing the questionnaire, discuss the following.

1. How behavior is an expression of personality.
2. How we can improve our personalities.

Sample Resources

Books

Gmur, Fodor, Glass, Langan, *Making Health Decisions*, Prentice-Hall, 1975
Vaughn, Diehl, Laton, Lampe, Oviatt, *Health and Safety for You* McGraw-Hill, 1975 (4th Edition)
Fodor, Glass, Gmur, Moore, Neilson, Byrd, *Your Health and Your Future*, Laidlaw, 1974
DeSchweinitz, *Growing Up* (4th Edition) Macmillan, 1968
Bauer, *Moving Into Manhood*, Doubleday, 1963
Bauer, *Moving Into Womanhood*, Doubleday, 1965

Pamphlets

Coming of Age: Problems of Teen-agers, Public Affairs Pamphlet, #234, Public Affairs Committee, Inc., New York

Films

Who Comes First: You or the Group? This filmstrip dramatizes unresolved situations involving the interpersonal aspects of groups and the moral issues of promises and trust within groups.

The Family: Rights and Responsibilities. This filmstrip focuses on aspects of family interaction and on moral issues of rights and obligations within families.

Discovering your Personality. Exploring Your Feelings. This filmstrip deals with basic concepts about emotions and assures students that all feelings — good and bad — are natural; differentiates between sensations and emotions; illustrates the many factors that influence feelings.

These filmstrips are available through Guidance Associates, Communications Park, Box 300, White Plains, New York 10602.

Equipment

Filmstrip projector
Screen

Facilities

Classroom

Testing

1. Pre- and posttesting. Pretesting will serve as a means of determining the level and areas of special emphasis. The posttest provides information on progress of students during the unit.
2. Plan a series of five-minute role playing activities. These could be set up when the unit begins and students could work towards their presentation.

Structure, Function and Care of the Human Body

Unit Description

This unit is designed to teach students the structure and function of their bodies. The role of genes in determining physical traits inherited from parents will be explored briefly. The interrelationship of the body systems will be investigated. The functions of the endocrine glands in growth and development will be examined. The unit includes activities to assist students in understanding the relations between physical, mental and social health.

Objectives (minimum five hours)

1. The student will be familiar with the structure, functions and interrelationships of the body systems.
2. The student will demonstrate the role of the endocrine system in growth, development and maturation.
3. The student will recognize how growth is affected by food, rest, exercise and sleep.
4. The student will understand how personal appearance depends more on good health and careful grooming than on inherited features.
5. The student will understand the need for body cleanliness and care.
6. The student will recognize the role that genes play in controlling the physical traits inherited from parents.
7. The student will understand the structure and function of teeth and surrounding tissues.

Performance Indicators

1.1 The student will be able to measure blood pressure accurately.
1.2 The student will be able to summarize five major heart risk factors.
1.3 The student will be able, from a list of noncommunicable diseases, to identify those associated with body systems.

2.1 The student will be able to describe the organs and functions of the endocrine systems.
3.1 The student will be able to construct a plan for exercising the body sufficiently to develop strength and stamina.
3.2 The student will be able to write a letter to a friend explaining how food, rest, exercise and sleep affect growth.
4.1 The student will be able to describe how careful grooming is an important factor in an attractive personal appearance.
5.1 The student will be able to summarize the need for bodily cleanliness.
6.1 The student will be able to describe how genes control the physical traits inherited from parents.
7.1 The student can name the tissues of which a tooth is composed and describe the function of each type of tissue.
7.2 The student can name and describe the types of tissue which surround the tooth.

Content Outline

I. Major body systems, their functions and relationships to other systems
   A. Skeletal system
   B. Muscular system
   C. Respiratory system
   D. Digestive system

   Note: Body systems are covered in science curriculum in many systems. If another content area has covered this material, you should only review these systems.
   E. Circulatory system
   F. Endocrine system

II. Factors shaping growth and development
   A. Heredity
   B. Eating habits
   C. Exercising
   D. Attitudes
   E. Environment
   F. Nine important months

III. Caring for the body
   A. Keeping body clean
   B. Maintaining health
      1. Physical activities
      2. Social activities
      3. Examinations
         a. Annual physical
         b. Regular visits to dentist

IV. The Role of genes in inherited physical traits

Instructional Activities

1.11 During this unit the health teacher, with the school administration, should arrange a spinal screening program for the school. This requires parental approval but it would serve as an excellent activity for the class in support of objective 1.
1.12 Instruct students in the proper use of blood pressure equipment. After skill has been developed, allow students to take equipment home to determine blood pressure of parents and other members of the family. Blood pressure of parents should be returned to school in prepared form. Contact parents showing elevated blood pressure who are not under treatment of a doctor. *(Note:* Equipment for this activity is expensive. Some systems have a set which is shared by schools in the system. Other systems have arranged for a set of 15 to be available in each school.) Teachers who are not trained may secure the assistance of the Georgia Heart Association.
1.13 Research as a class noncommunicable diseases associated with each body system. After research is completed, place these on the bulletin board for student observations. Students may organize and design the bulletin board.

1.14 Secure risk factor audiovisual materials from Georgia Heart Association and present these to the class. (Note: In some systems this is covered in an earlier grade level. If this is true, review this unit.)

2.11 Draw an outline of the human body on the chalkboard and locate endocrine glands as they are discussed. Discuss individual differences that can result from improper functioning of endocrine glands. Collect and display on bulletin board pictures and conditions caused by under- and over-functioning endocrine glands.

3.11 Have each student construct a plan for exercising his or her body to ensure development of strength and stamina. This activity might begin with a talk from a physical education instructor prior to the construction of the plan.

3.12 Have students research the role of food, rest, exercise and sleep on growth.

4.11 Have students identify expressions or attitudes commonly held by the young adolescent about health. Discuss the pros and cons of each attitude with the class.

4.12 Review structure and function of the skin and have students research such skin problems as warts, moles, dandruff, athlete's foot, etc. Discuss with class how to handle skin problems.

5.11 Students should research diseases associated with uncleanliness. Discussion should follow in which guidance is provided on how cleanliness eliminates or reduces the probability of contracting diseases.

6.11 Discuss the role of genes and chromosomes as new life comes into existence.

7.11 Have the students label enamel, dentin, cementum, pulp, gingiva and periodontal ligament on the spirit master entitled "Cross Section of a Molar Tooth."

1. Structure of the tooth
   a. *Enamel* - covers the crown, or visible portion of the tooth; is the hardest tissue in the body; provides a hard surface for biting and chewing; protects the internal structures of the tooth.
   b. *Dentin* - is a bone-like tissue less hard than enamel. Forms most of the tissue of the tooth; can form extra protective tissue when the pulp is threatened by caries.
   c. *Dental pulp* - is soft tissue which fills the pulp chamber and root canal of the tooth; contains nerves, blood vessels and lymph vessels; senses pain.
   d. *Cementum* - is thin, bone-like tissue covering the root of the tooth; helps anchor the tooth to its bony socket.
2. Surrounding structures
   a. *Alveolar bone* - that portion of the upper and lower jaws which surrounds and supports the roots of the teeth
   b. *Periodontal ligament* - fibrous tissue which anchors the root to the alveolar bone
   c. *Gingiva* - soft tissue covering the alveolar bone and surrounding the tooth

Sample Resources

Books

Gmur, Fodor, Glass, Langan, *Making Health Decisions*, Prentice-Hall, 1975
Richmond, Pounds, Jenkins, Sussdorf, Sanders, *You and Your Health*, Scott, Foresman, 1981
Fodor, Glass, Gmur, Moore, Neilson, Byrd, *Your Health and Your Future*, Laidlaw
Vaughn, Diehl, Laton, Lampe, Oviatt, *Health and Safety for You* McGraw-Hill, 1975 (4th Edition)
Finnerty, Frank and Linda, *High Blood Pressure: What Causes It, How to Tell if You Have it, How to Control it for a Longer Life*, McKay-Pavillion, New York 1975
Guidelines for Spinal Screening, Crippled Childrens Program, Georgia Department of Human Resources

Pamphlets

You and Your Heart, American Heart Association, New York
Your Heart Saver, American Heart Association, New York
The Strange Case of the White Rabbit, American Lung Association
Air Pollution, American Lung Association
Air Pollution and Your Health (#0020), American Lung Association

Films

Brain and Nervous System. Describes the structure and functions of the central nervous system.
Heart and Circulatory System. Discusses the structure and functions of the circulatory system—the heart, blood and blood vessels. It also discusses diseases which can affect the health and functions of the heart.

Lungs and Respiratory System. The film describes the basic structure and functions of the respiratory system. It explains the role of the nose, throat, lungs and chest in the respiratory process.

Digestive System. This film explains how food is moved through the digestive tract, broken down in each step of the digestive process.

Muscles and Bones. This film describes the basic structure of the bones and explains the four major functions of the muscles.

Equipment

Simple wall charts for each body system
Blood pressure equipment
Projector
Screen

Facilities

Classroom

Testing

1. Pre- and posttesting. Pretesting to determine the level of instruction and posttesting to determine progress made by students during the course.
2. Devise a simple plan for maintaining a healthy body and mind.

Mental, Emotional and Social Health

Unit Description

This unit teaches students the value of self-acceptance and of accepting others. Factors which contribute to emotional and mental disability and illness will be examined. The contentions that a person's manner of speech and behavior, abilities, habits and attitudes are not important in personality development will be discussed. An examination of skills needed in coping with stress will be explored. Activities will permit students to identify factors contributing to mental health and to further identify those over which he or she has control.

Objectives (minimum six hours)

The student will
1. be familiar with factors related to self-acceptance.
2. be aware of the skills needed to deal with stress situations.
3. evaluate stress situations in his or her own life.
4. understand the serious types of mental illness.
5. be alert to the signs of suicidal behavior.
6. demonstrate skills needed in stress management.
7. be familiar with factors contributing to mental health.

Performance Indicators

1.1 The student will be able to identify personal characteristics that affect self-image.
2.1 The student will be able to outline a plan to deal with stress situations.
3.1 The student will be able to identify areas of stress in his or her own life.
4.1 From a list of mental illnesses, the student will be able to identify those which are classified as serious.

5.1 From a list of expressions provided, the student will be able to identify those which are associated with potential suicide victims.
6.1 The student will be able to identify three ways he or she is similar and three ways he or she is different from others.
6.2 From a list of 10 health skills, the student will be able to identify four needed in stress management.
7.1 Given a list of 10 factors which contribute to mental and emotional health, the student will be able to tell some ways (at least eight) to contribute to mental health.
7.2 The student will be able to identify factors which are characteristics of a healthy personality.

Content Outline

I. The Role of Self-acceptance
   A. Self-concept
   B. The different me's
   C. Strengths and limitations
   D. Developing a positive self-image
   E. The role of others in self-concept

II. Stress and Tensions
   A. Stress
   B. Sources of stress
      1. Failure
      2. Insecurity
      3. Insufficient funds
      4. Dead end
      5. Pressures
      6. Fear
   C. Positive results of stress and frustrations
      1. A safety factor in our lives
      2. Assist us to higher achievements
   D. Negative results of excessive stress
      1. Cardiovascular system
      2. Digestive system
      3. Skeletal-muscular system
   E. Handling stress situations (Note: This section of the outline should be given special emphasis.)
      1. Accept stress and stressful events as a part of normal living
      2. Work stress off
      3. Think it off
      4. Talk it off
      5. Use your environment
         a. Get involved with other people or activities
         b. Read, watch TV or go to a movie
      6. Learn to relax

III. Mental Disorders
   A. Types of mental illness (major)
      1. Paranoia
      2. Schizophrenia
   B. Types of mental illness (less serious)
      1. Anxiety
      2. Conversion disorder
      3. Dissociative disorder
      4. Phobias
   C. Suicide
      1. Signs of persons contemplating suicide
      2. Prevention and treatment of potential suicide victim

D. Depression
   1. Symptoms of depression
   2. Developing skills to deal with depression

IV. Sources of help
   A. Psychotherapy
   B. Drug therapy
   C. Psychologists
   D. Group dynamics
   E. School counselor
   F. Desensitization
   G. Parents
   H. Trusted friend

Instructional Activities

1.11 Ask students to list all of their personal characteristics that they can think of in 10 minutes. (They should list only characteristics that influence their opinions of themselves.) The second step in this activity is to have each student mark G for those characteristics they have listed for good point and B for bad point. The student would then count the number of Gs and the number of Bs and note which one outweighs the other in their self-image. The third step is to ask students to write at the bottom of their lists a completion of these sentences.
   1. I see myself as .....
   2. I learned that I .....
   Upon completion of the third step, divide the class into small groups. Set up the climate for discussion by pointing out that all of us have characteristics which we do not like.

2.11 Have students research skills that are needed to deal with stress. Follow the research with a discussion on how to develop these skills.

2.12 Assign student (one student) to report on the value of exercise and physical activity in relieving nervous tension, stress and emotions.

3.11 Require students to list 10 stress situations which might occur in their lives during a school day. After completing the list, ask students to write down how they managed (or would manage) them. A discussion would follow in which the teacher should provide some guidance as well as students who seem to have mastered their stress situations.

4.11 Invite a psychologist or psychiatrist to class to discuss mental illnesses. Ask speaker to stress factors which contribute to mental illness and factors which contribute to mental and emotional health.

4.12 Have students clip from newspapers and magazines articles illustrating facts about mental illness. A bulletin board using articles brought in by the students would provide all students with an opportunity to become familiar with the articles of other students.

5.11 Secure pamphlets on "Suicide Among Teenagers" and other related materials. Take class to library where students will research suicide among teenagers, emphasizing
   1. how one can help another caught in this crisis;
   2. securing help for the potential suicide victim.

6.11 Ask each person in the class to note four ways they are like other persons in the class and four ways they are different from others in the class. (Anything goes as long as comparisons do not include judgments such as "I am smarter than you, uglier than you" etc.) Teacher should then lead the class into a general discussion on why likenesses and differences occur in any group of people.

6.21 Provide students with the following suggestions which most people find helpful in stress management. They should be written on the chalkboard. Ask students to identify how each of the suggestions may be helpful to them in stress management.
   1. Stay in good physical condition.
   2. Get enough rest, including sleep.
   3. Allow some time for play each day as well as for work.
   4. Take a break, relax or even get away from your problems for a short time.
   5. Talk out your problems with others.
   6. Learn to accept what you cannot change.
   Follow this with a sharing among the students of their ideas.

7.11 Provide class with ten health skills which contribute to mental health. As individuals or as an entire class, have students research how the health skills contribute to mental health.

7.12 Discuss with the students the meaning of personality. Divide the class into four discussion groups and assign each group one of the basic emotional needs—recognition, love, independence or responsibility. In each discussion group, students should discuss only their assigned topic, raise questions, agree and disagree. One student should take notes on how they agreed on ways to recognize and handle the topic. Later, the lists from all four groups will be presented and discussed by the entire class. When the class has agreed on a final list, put the list on the chalkboard for everyone to copy.

Sample Resources

Books

Gmur, Fodor, Glass, Langan, *Making Health Decisions*, Prentice-Hall, 1975
Richmond, Pounds, Jenkins, Sussdorf, Sanders, *You and Your Health*, Scott, Foresman, 1981
Fodor, Glass, Gmur, Moore, Neilson, Byrd, *Your Health and Your Future*, Laidlaw
Vaughn, Diehl, Laton, Lampe, Oviatt, *Health and Safety for You*, McGraw Hill, 1975
Canfield, Wells, *100 Ways to Enhance Self-concept*, Prentice-Hall, 1976
Curwin, *Dimensions of Personality, Search for Values*, Pflaum Publishers, 1972
Hawley, *Developing Human Potential: A Handbook of Activities For Personal and Social Growth*, Educational Research Associates, 1975
Hyde, Forsythe, *Know Your Feelings*, Watts, 1975

Pamphlets

Tensions—and How to Master Them, Public Affairs Committee Pamphlet #305

Films

Acting with Maturity. This film displays examples of what it means to act with maturity. It is ideal for the Middle School Student.

Keeping Cool: How to Deal With Stress. This film strip investigates the causes and effects of stress by focusing on examples of stressful situations in personal, social and environmental areas. It recommends practical ways of coping with stress.

Getting along with others: Human Interaction (Two film strips)

1. *Problems in Human Relations: Resolving Personal Conflicts*. Encourages students to advance their personal growth by analyzing and resolving conflicts. It points out methods often used to deal with such situations.
2. *Human Relations: Why They Succeed or Fail*. This film strip discusses difficulties inherent in achieving rewarding relationships and encourages students to value each other and accept shortcomings.

Equipment

Film projector
Film strip projector
Screen

Facilities

Classroom

Testing

1. Pre- and posttesting. Pretest to determine level of instruction and areas of special emphasis during unit. Posttest as a means of determining progress of students.
2. Have students write a personal opinion on their relationships with other students in the school. They should provide reasons why they feel as they do. These can be kept as a private evaluation and known to no one else but the teacher.

Consumer Health

Unit Description

This unit teaches students the importance of consumer choices in maintaining health. The dangers of depending upon advertisements for reliable information will be explored. An examination will be made of health agencies and their responsibilities and specialties in supporting health programs. Misconceptions about health problems and treatment will be identified. The role of health insurance programs in our society will be investigated. Activities will allow students to make judgments and decisions about consumerism.

Objectives (minimum five hours)

1. The student will evaluate various types of advertisements and distinguish between reliable and unreliable ads.
2. The student will be able to identify the dangers in neglecting personal health problems or in resorting to quackery.
3. The student will be familiar with the role of government agencies in protecting the consumer.
4. The student will be familiar with other groups that help to protect the consumer.

Performance Indicators

1.1 Given samples of advertisements from the printed media, the student will be able to distinguish between those that are reliable and those that are not reliable.
2.1 From a list of health practices the student will be able to distinguish between those which are acceptable and those which are quackery.
2.2 Given a list of diseases, the student will be able to name some of the dangers of self-treatment, self-diagnosis and neglect.
3.1 Given a list of four government agencies formed to protect the consumer, the student will be able to identify how three of them protect the consumer.
4.1 When provided a list of four nongovernment agencies that help protect the consumer, the student will be able to identify the ways two of these agencies do this.

Content Outline

I. Decisions for the consumer
   A. Health and accident insurance policies
   B. Health care needs
   C. Physician, dentist and other specialists
   D. Self-education on current trends in the health practices
   E. Health habits chosen as a way of life (life-style)

II. The consumer and the market place
   A. Advertising and its psychology
      1. Something for nothing
      2. Snapping at the bait
      3. Sale price
      4. Promotions
      5. Two worlds
      6. Fear
      7. Exploiters
   B. Consumer protection
      1. Better Business Bureau
      2. Food and Drug Administration
      3. Federal Trade Commission
      4. Post Office Department
      5. American Medical Association
      6. American Dental Association

7. Testing and rating groups
   a. Consumers Union of U.S., Inc.
   b. Consumers Research, Inc.
8. Health and accident insurance policies
9. Self-enlightenment

C. Quackery
1. Who is a quack?
2. How the quack operates
   a. Door-to-door sales people
   b. Pamphlets
   c. Advertisement
      (1) Half-truths
      (2) Incomplete information
      (3) Attractive ads
      (4) Fraudulent claims
   d. Friends

D. Pros and cons of self-medication

E. Critical thinking skills

Instructional Activities

1.11 Have students bring in labels and advertisements and analyze the advertising techniques being used.

1.12 Assign students to write a short description of several advertisements on medications seen on TV. Tell how the effects of medications have been distorted in the ads.

1.13 Divide class into groups and require each group to create one TV commercial to present to the class. Have class use critical thinking skills to rate the reliability of the commercials using a scale from one to 10. Number 1 would be rated "highly questionable" and Number 10 would be rated "highly reliable."

2.11 Have a student research and find who are the chief quackery supporters and report to class.

2.12 Class (or groups within class) should research the history of quackery and new forms which have arisen to take the place of the older ones. One group could speculate on what form quackery may take in the future. A sharing period should be scheduled for the students.

2.13 Assign to the girls in the class a research of cosmetic fads and advertisements related to quackery.

2.14 Assign two topics and have students try to sell a form of quackery to students. Members of the class would then evaluate and discuss its faults and why they would or would not buy the product.

2.15 Have students bring in some old remedies, some of no value and some beneficial. Discuss medical folklore, superstitions and how these might impair health.

2.16 Discuss the dangers of self-diagnosis and self-medication.

3.11 Divide class into groups and assign to each group one government agency for research. Students would concentrate on the history of the agency and its role in behalf of the consumer.

4.11 Using same groups as in activity 3.11, assign to each a nongovernment agency. Students would concentrate on the history of the agency and how it helps protect the consumer.

Sample Resources

Books

Gmur, Fodor, Glass, Langan, *Making Health Decisions*, Prentice-Hall, 1975
Richmond, Pounds, Jenkins, Sussdorf, Sanders, *You and Your Health*, Scott, Foresman, 1974
Gay, *Be A Smart Shopper*, Messner, 1974
Haskins, *The Consumer Movement*, Watts, 1975
Department of Health and Human Services, *We Want To Know About Labels*, Publication #73-2043
Department of Health and Human Services, *Know What We Know About Nutrition Labels on Food*, Publication #74-2039

Pamphlets

A Critical Review of National Health Insurance Proposals, Health Services Report, Vol. 86, Pages 111-120.
Facts About Quacks, American Medical Association
Read the Label, Food and Drug Administration, Publication #73-1005

Films

The Health Fraud Racket. An attempt to highlight and to inform the viewers of the fraud racket in the health field. Medical A-V Facility.
Read the Label. Stresses the importance of reading the label and understanding what is written on it. Food and Drug Administration.

Equipment

Projector
Screen

Facilities

Classroom

Testing

1. Pre- and posttesting. The pretest will indicate level of class and areas of special emphasis in the unit. The posttest can identify the progress made after completion of the unit.
2. Students are provided with labels and required to evaluate them according to their representation of the item. (An alternative would be to use newsprint to conduct the same type of test.)
3. Ask students to identify those provisions they would desire in an auto insurance policy and why they desire them.

Health Careers

Unit Description

This unit acquaints students with career opportunities in health. Education requirements for each career are identified and specific disciplines discussed. The discussion informs students about the rewards of pursuing health careers.

Objectives (minimum four hours)

1. The student will be familiar with the variety of career opportunities in the field of health.
2. The student will identify educational requirements for various health careers.
3. The student will identify those career opportunities which offer the greatest number of job openings today.

Performance Indicators

1.1 From a list of career opportunities the student will be able to identify those in health-related fields.
2.1 The student will be able to identify the general area of activity related to each career opportunity.
3.1 The student will be able to discuss, either in writing or open discussion, potential reward in health fields.

Content Outline

I. Career Opportunities
   A. Increase in health opportunities due to
      1. increase in population
      2. increase in health knowledge
      3. increase in our concern with health and disease prevention
      4. increase in the number of skills needed in health related careers.

B. Career Fields
   1. Treatment
      a. Physicians
      b. Nurses
      c. Dentists
      d. Psychiatrists
      e. Psychologists
      f. Speech pathologists
   2. Allied Health Careers
      a. Health educators
      b. Research scientists
      c. Occupational therapists
      d. Dental assistants
      e. Dental hygienists
      f. Pharmacists
      g. Laboratory technicians
      h. Dental laboratory technicians

II. Rewards
   1. Humanitarian
   2. Job stability
   3. Financial
   4. Personal growth and development

Instructional Activities

1.11 Organize and conduct a Health Career day and invite speakers representing various health fields to speak briefly to the class (or all classes in one large assembly). Following the speeches, speakers will be assigned separate areas where they can talk with individuals or small groups. Approval of principal is required for this activity.

1.12 Provide students with a list of people who have made contributions in the field of health. Let each student select one person and write a short report on that person's contributions. The report should be shared with the class.

1.13 Provide the class with a list of genetic health disorders. Have students list in order those they would like to see solved first and give reasons for their priority.

1.14 In a class discussion, make a list of improvements the students would like to see made in the next 25 years. Once the list is completed, assign one of the desired improvements to each student. The student would identify health career fields which would be involved in achieving the improvement.

2.11 Each student should choose two health careers in which they have an interest. Provide material for research of the fields selected. Students should develop an advertisement for the careers. The advertisement should depict its benefits, responsibilities and required training.

3.11 Invite a health educator or some individual with a broad knowledge of careers in health to speak to the class on "Benefits of Health Careers." Talk should be short, providing adequate time for students to ask questions. After this activity, write the benefits developed from the question and answer period on the chalkboard. Lead the class in a discussion of the question "Are the rewards sufficient to encourage young people to consider health careers?"

Sample Resources

Books

Gmur, Fodor, Glass, Langan, *Making Health Decisions*, Prentice-Hall, 1975
Richmond, Pounds, Jenkins, Sussdorf, Sanders, *You and Your Health*, Scott, Foresman, 1981
Fodor, Glass, Gmur, Moore, Neilson, Byrd, *Your Health and Your Future*, Laidlaw
Vaughn, Diehl, Laton, Lampe, Oviatt, *Health and Safety for You*, McGraw Hill, 1975 (4th Edition)
Grant, *Biology and World Health*, Abelard (Revised edition)

Pamphlet

Health is a Community Affair, National Commission on Community Services, Harvard University Press, 1969

Additional pamphlets representing each field can for the most part be obtained by writing the appropriate association, i.e., for dental related careers write American Dental Association, 211 East Chicago Avenue, Chicago 60611

Periodicals

Current Health, Curriculum Innovations, Inc., 3500 Wester Avenue, Highland Park, Illinois 60035

Films

Living and Working: How to Find the Career and Life-Style for You, Center for Humanities, P.O. Box 1000, Mt. Kisco, New York 10549

Health Services, This filmstrip introduces students to the many job opportunities open to them in the broad field of health and health related fields. Center for Humanities, P.O. Box 1000, Mt. Kisco, New York 10549

Portrait of A Profession, DHC 143, Free Loan - American Dental Association, 212 East Chicago Avenue, Chicago 60611, (312) 440-2500

Special Equipment

Projector, screen

Facilities

Classroom

Testing

1. Pre- and posttesting. Pretest will serve as a guide to level of instruction and the areas of special emphasis during the unit. Posttest will serve as a means of determining progress.
2. Have students identify the career they would select if it was required of them at that moment. They should say why they selected that career and what rewards (monetary and humanitarian) they expected to receive. (Note: This might provide teacher with a bit of understanding of each student's values.)

Instructional Resources

Media Sources

1. **Television**
   Instructional Television Schedule
   Educational Media Services
   Office of Instructional Services
   Twin Towers East
   Georgia Department of Education
   Atlanta, Ga. 30310

   Individual programs and series on health are available. Programs can be viewed over the Georgia ETV network and most can be videotaped and held for at least the current school year.
2. **Film**
   A. Your local health department or your health district office have good films on a range of health topics.
   B. Many voluntary health agencies (*i.e.*, Career Society, Lung Association, Heart Association) have films related to their specific area of interest. Check with your local, area or state office for film lists.
   C. *Film Catalog*
   Educational Media Services
   Office of Instructional Services
   Twin Towers East
   Georgia Department of Education
   Atlanta, Ga. 30310

   This catalog, which should be available at every school, contains more than 100 films that could be used in Health Education classes. CAUTION: Many of these films are more than 10 years old which could date information and the appearance of the people in the film. Both factors can reduce the desirability and effectiveness of the film. Please see the following page for a list of films that are less than 10 years old (production date 1974).

Selected Films Available

Order from
Georgia Department of Education
Educational Media Services
Office of Instructional Services
Regional Film Libraries Inc.
Atlanta, Statesboro, Tifton

The following films have been selected from Catalog #11, 1977-80. These films are appropriate for *middle* school students and have production dates of no earlier than 1970. Being on this list does not necessarily mean the film is

recommended; each film should be previewed before use in the classroom. Refer to the index in the back of the catalog for additional film titles by topic.

1.	*Acid* (LSD)	27 min. color	1971.
2.	*Alcohol Problem, The: What Do You Think?*	18 min. color	1973.
3.	*Anatomy of a Teenage Marriage*	25 min. color	1972.
4.	*Answer is Understanding, The* (drugs)	28 min. color	1971.
5.	*Are You the One?* (Mate selection)	24 min. color	1970.
6.	*Controversy over Industrial Pollution: A Case Study*	17 min. color	1972.
7.	*Drug Problem, The: What Do You Think?*	17 min. color	1972.
8.	*Free to Choose* (Life Roles)	16 min. color	1974.
9.	*Is a Career in the Health Services For You?*	15 min. color	1972.
10.	*Managing Your Emotions*	11 min. BW	1971.
11.	*Noise: Polluting the Environment*	16 min. color	1971.
12.	*Personal Health for Girls* (2nd Edit.)	14 min. BW	1972.
13.	*Run Dick, Run Jane* (fitness)	20 min. color	1971.
14.	*Scag* (Heroin)	21 min. color	1970.
15.	*Snakebite: First Aid*	11 min. color	1970.
16.	*Tempted* (drugs)	6 min. color	1971.
17.	*Tobacco Problem: What Do You Think?*	17 min. color	1971.
18.	*Tornado*	14 min. color	1975.
19.	*Weed* (Marijuana)	24 min. color	1971.

Student Texts

Middle School

1. *Health Decisions for Growth*
   levels 5 and 6 as part of 1-6 series. 1977
   Balance in Your Life—5
   Toward Your Future—6
   Division of Urban Education
   Harcourt Brace, Jovanovich, San Francisco
   State Contact:
   1372 Peachtree St., N.E.
   Atlanta, Ga. 30309
2. *Healthful Living Program, The*
   Grades 5-6 as part of K-8 series, Latest edition, 1980
   Laidlaw Brothers, River Forest, Illinois
   State contact:
   5925 Peachtree Industrial Blvd.
   Chamblee, Ga. 303
   (404) 451-1230
3. *Pathways To Health*
   Grades: 5-12; Reading level: 4-5, 1975.
   Six books; soft cover 64-112 pp. each; one author
   Mental Health, Consumer Health, Drugs, Safety, Disease Prevention, Pollution
   Globe Book Company, New York
   50 West 23rd Street
   New York 10010
   (800) 221-7994
   Attn: Customer Service Dept. C
4. *You and Your Health*—School, Home, Community
   Grades 5-8 as part of K-8 series. Latest edition, 1981.
   Scott Foresman, Glenview, Ill.
   State Contact:
   1955 Montreal Road
   Tucker, Ga. 30084
   (404) 939-7210

Criteria for Evaluating a Health Textbook

	Perfect Score	Text 1	Text 2	Text 3
I. General Characteristics				
A. Does the textbook have a recent copyright date?	3			
B. Are the authors experienced health educators?	3			
C. Is the publisher widely known and respected in health education?	2			
D. Is the general tone of the book positive—helping students learn to care about themselves and others and encouraging them to achieve and maintain a high level of physical, mental and social well-being?	3			
E. Is the general appearance of the textbook attractive and inviting?	2			
F. Is the construction firm? Will it wear well?	1			
G. Is the paper easy on the eye?	1			
Total points for Section I	15			
II. Content and Approach				
A. Does the textbook provide relevant, high-interest content for teenagers, including coverage of these questions?				
1. Self-understanding and understanding of others?	2			
2. Ways the body cares for itself?	2			
3. Prevention of health problems?	2			
4. Common physical problems of teenagers?	2			
5. Potentially harmful substances?	2			
B. Are both metric and customary measurements used throughout the book?	3			
C. Are students introduced to varied careers in health?	3			
D. Do career investigations include these?				
1. Educational requirements	1			
2. Projected employment possibi[illegible] part-time area	1			
3. Sources to contact for further information	1			
E. Are students given opportunities for involvement in studying great achievements in the health field?	3			
F. Does the book include a comprehensive list of foods and U.S. recommended daily allowances?	1			
G. Are first aid procedures and important safety practices included?	1			

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H. Is human growth and reproduction handled in separate booklets?	1
Total points for Section II	25

III. **Organizational Features**

A. Does each chapter of the textbook treat a major health topic in depth?	2
B. Is each chapter divided into easily recognized sections?	2
C. Does each chapter have features that enable students to carry out independent research?	2
D. Does the book's organization allow the teacher to arrange the sequence of chapters to meet curriculum needs or to handle a current topic?	3
E. Is there a variety of activities and opportunities for student involvement including these?	
1. In-text questions	2
2. Captions for the illustrations that involve as well as inform through questioning	2
F. Is there a feature that appears regularly to promote class discussion and interaction?	2
Total points for Section III	15

IV. **Readability**

A. Are new terms italicized, phonetically re-spelled and defined in context as they are first introduced?	3
B. Does each chapter have a listing of key health terms at the end to help build the student's health vocabularly?	2
C. Does the textbook have a glossary that gives the pronunciation and definition of terms?	2
Total points for Section IV	7

V. **Illustrations**

A. Does the textbook use photographs as an integral part of the content presentation?	3
B. Does the textbook employ clear, accurate anatomical drawings where appropriate to complement the content?	2
Total points for Section V	5

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VI. **Review and Evaluation**

A. Does each chapter of the textbook have review questions at the end of each section to help students review small portions of content at a time?	3
B. Does each chapter end with a page of test questions on important concepts and terms covered in the chapter?	2
C. Is there a chapter summary?	2
D. Is there a vocabulary-building feature?	2
E. Are there suggested readings for students and teachers who wish to investigate health facts and concepts further?	2
F. Are there review questions for each unit or group of chapters?	1
G. Are additional tests provided in the Teacher's Edition?	1
H. Are there questions throughout the text to encourage thought and explanation—not just agreement or disagreement?	2
Total points for Section VI	15

VII. **Teaching Aids**

A. Is the student's textbook accompanied by a complete annotated Teacher's Edition?	3
B. Do the annotations include these?	
1. Suggested answers to exercises	2
2. Additional information and sources	2
3. Enrichment information and activities	2
C. Does the teacher's manual material have these?	
1. Unit and chapter surveys	2
2. Audio-visual sources	2
D. Are there chapter tests in the Teacher's Edition that can be reproduced by the teacher?	3
Total points for Section VII	15
Overall Total—Sections I thru VII	98

Selected References for Middle School Health Teachers

A. General

1. Cornacchia and Staton, *Health in Elementary Schools*, 4th Edition. St. Louis, C.V. Mesby, 1974.
2. Engs and Wantz, *Health Education in the Elementary School.* Boston: Houghton-Mifflin, 1978.
3. Greene, Jenne and Logos, *Health Education in the Elementary School.* New York: Macmillan 1978.
4. Rhodes, *et al; Elementary School Health Education and Service.* Rockleigh, N.J.: Lengwood Div. of Allyn & Bacon. 1981.
5. Sorochan and Bonder; *Teaching Elementary Health/Science.* 2nd Edition. Reading, Maine: Addison Wesley. 1979.
6. Stone, O'Reilly and Brown, *Elementary School Health Education.* Dubuque, Iowa: W.C. Brown. 1976
7. Willgoose; *Health Education in the Elementary School*, 4th Edition. Philadelphia: W.B. Saunders. 1974.

B. Specific Areas

1. Burt and Meeks; *Education for Sexuality*, 2nd Edition. Philadelphia: W.B. Saunders. 1975.
2. Cornacchia, Smith and Bentel, *Drugs in the Classroom*, 2nd Edition, St. Louis: C.V. Mesby. 1978.
3. Georgia Department of Human Resources, *Life Skills for Mental Health: Ages 9-11; 12-14. Atlanta. 1977.*
4. *Girdane and Dusek, Drug Education—Content and Methods.* 3rd Edition. Reading, Maine: Addison-Wesley. 1980.
5. Greenberg, *Sex Education—Theory and Practice.* Belmont, Calif.: Wadsworth Publishing Co. 1981.

C. Teaching Strategies

1. Barrett, *Health Education Guide, 2nd Edition.* Philadelphia: Lee & Febiger. 1974.
2. Curtis and Papenfuss, *Health Instruction—A Task Approach.* Minneapolis: Burgess Publishing Co. 1980.
3. Engs, Barnes and Wantz, *Health Games Students Play.* Dubuque, Iowa: Kendall-Hunt Publishing Co. 1975.
4. Greensberg, *Student-Centered Health Instruction.* Reading, Maine: Addison-Wesley Publishing co. 1978.
5. Read and Greene, *Creative Teaching in Health*, 2nd Edition. New York: Macmillan Publishing Co. 1975.
6. Read, Simon and Greene, *Health Education—The Search for Values.* Englewood Cliffs, N.J.: Prentice-Hall, 1977.
7. Scott and Carlo, *Learning, Feeling and Doing*—creative learning experiences for elementary health education. Englewood Cliffs, N.J.: Prentice-Hall, 1978

D. Curriculum Publications and Guides

1. Fors, *et al, Health Instruction II: Suggestions for Teachers.* Kent, Ohio, American School Health Association. 1981.
2. Muscogee County Schools: *Muscogee County Health Project.* Columbus, Ga.: Muscogee County School District. 1980.
3. Specific Areas
   a. Cardiovascular Health

      Georgia Heart Association, Atlanta: *Risk Reduction—It's the Name of the Game.* 6th and 7th grade. 1978.

      Georgia Heart Association, *Today It's the 3R's Plus HBP.* 6th grade. Atlanta. Third Printing, 1979.

   b. Drug Abuse

      American School Health Association: *Teaching About Drugs*—a curriculum guide, K-12. Ken, Ohio: ASHA. 2nd Edition. 1981.

c. Human Sexuality

Georgia Department of Human Resources and Planned Parenthood of Atlanta, *Cooperation is the Key*—a handbook for use in reducing teenage pregnancy. Atlanta. c-1978.

Houston County Schools, *Human Sexuality*—Junior High School. Warner Robins, Ga.: Houston County School District. 1981.

d. Nutrition

Dairy and Food Nutrition Council of the Southeast, Inc., *Food, Your Choice*. Offices in Atlanta, Columbus, Augusta, Savannah, Macon, Moultrie. 1980.

Division of Curriculum Development, *A Resource Book for Teaching Nutrition in the Elementary School* (contains some material for grades 6 and 7). Atlanta; Georgia Department of Education.

Georgia Colleges and Universities with Degree Programs in Health Education and Safety Education

	Bachelors	Masters	Ed.S.
1. Clark College Health Education Coordinator Atlanta, Ga. 30314	Community Health		
2. Columbus College Chairman, Health Sciences Division Columbus, Ga. 31907	Community Health Education		
3. Georgia College Health Education Coordinator Milledgeville, Ga. 31061	School Health Education		
4. Georgia State University Health Education Coordinator Atlanta, Ga. 30303	School Health Education	School Health Education	
5. University of Georgia Head, Dept, of Health and Safety Athens, Ga. 30602	School or Community Health Education Safety	School or Community Health Education Safety	Safety

Organizations Which Offer Materials On General Aspects of Health

Accident Prevention	**Materials Available**
Aetna Life and Casualty Public Relations and Education Dept. 1512 Farmington Ave. Hartford, Conn. 06115	Free loan films (safety)
American Insurance Assocation Engineering & Safety Service 85 John St. New York, N.Y. 10030	Leaflets, pamphlets, film list
American National Red Cross 1925 Monroe Dr. NE Atlanta, Ga. 30324 Or a local area office	Films, pamphlets, textbooks
Center for Disease Control/CEMA 1600 Clifton Rd, NE Atlanta, Ga. 30333	
Connecticut General Life Ins. Co. Advertising & Public Relations—319 Hartford, Conn. 06115	Pamphlets
Easter Seal Society 3254 Northside Pkwy. NW Atlanta, Ga. 30318	Leaflets on safety, home accidents
Georgia Safety Council, Inc. 2501 Piedmont Rd. NE Atlanta, 30324	Films, pamphlets, posters
Insurance Institute for Highway Safety 711 Watergate Office Building 2600 Virginia Ave. NW Washington, D.C. 20037	Highway loss reduction information
Kemper Insurance Advertising & Public Relations Dept. 110 Tenth Ave. Fulton, Ill. 61252	Pamphlets
Liberty Mutual Insurance Company Public Relations Department 175 Berkley St. Boston, Mass. 02117	Pamphlets
National Safety Council Education Section 444 North Michigan Ave. Chicago, Ill. 60611	

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The Travelers Insurance Companies
Marketing Service
One Tower Square
Hartford, Conn. 06115

Booklet on street and highway accident data

Georgia Cooperative Extension Service
47 Trinity St. SW
Atlanta, Ga. 30337
Or local office

Leaflets on farm and home safety

Thanks to Ronnie S. Jenkins, health program consultant, Georgia Department of Human Resources, for providing his office's publication, *Themes in Prevention*, which served as the basic reference for this list of organizations.

Aging

Administration on Aging
Office of Human Development
U.S. Dept. of Health and Human Services
Washington, D.C. 20201

Pamphlets, leaflets

Georgia Gerontology Society
120 Marietta St.
Room 719
Atlanta, Ga. 30303

National Council on the Aging
1828 L. St. NW
Washington, D.C. 20036

Books, bibliographies, pamphlets

Office of Aging
Division of Special Programs
Georgia Dept. of Human Resources
618 Ponce de Leon Ave. NE
Atlanta, Ga. 30308

Pamphlets, leaflets

Child Care and Development

Child Health Section
Division of Physical Health
Georgia Dept. of Human Resources
47 Trinity Ave. SW
Atlanta, Ga. 30334

Child Study Association of America
Wel-Met. Inc.
50 Madison Ave.
New York, N.Y. 10010

Pamphlets, booklists

Community Services Administration
Social & Rehabilitative Service
U.S. Dept, of Health and Human Services
Washington, D.C. 20201

Pamphlets, leaflets

Council for Exceptional Children
DeKalb County Court House
Decatur, Ga. 30030

Foundation for Visually Handicapped Children
3166 Maple Dr. NE
Atlanta, Ga. 30305

Georgia Association for Retarded Children
1575 Phoenix Building
Atlanta, Ga. 30340

Georgia Congress of Parents and Teachers
114 Baker St. NW
Atlanta, Ga. 30313

Pamphlets on children and school problems

Georgia Society for Crippled Children
1211 Spring St. NW
Atlanta, Ga. 30309

John Hancock Mutual Life Insurance Co.
Manager, Community Relations
200 Berkeley St.
Boston, Mass. 02117

Booklet in English and Spanish

Johnson & Johnson
Attn: Child Health Program
New Brunswick, N.J. 08901

Pamphlets, folder and chart on child development from birth to two years

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Consumer Health

Consumer Health Dept.
U.S. Food & Drug Administration
880 W. Peachtree NW
Atlanta, Ga. 30309

Consumer Information Catalog
Consumer Information Center
Pueblo, Colo. 81009

Department of Information & Education
Consumer Product Safety Commission
1330 W. Peachtree NW
Atlanta, Ga. 30309

Dental Health

American Dental Association
Bureau of Dental Health Education
211 E. Chicago Ave.
Chicago, Ill. 60611

Catalog listing pamphlet, charts, posters and audiovisual materials

Georgia Dental Association
2951 Flowers Rd. S NE
Atlanta, Ga. 30341

National Dairy Council
Nutrition Education Division
111 N. Canal St.
Chicago, Ill. 60606

Material by grade level

Environmental Pollution

Aetna Life & Casualty
Public Relations and Advertising Dept.
151 Farmington Ave.
Hartford, Conn. 06115

Pamphlet, film

Program Consultant Georgia Lung Association 1383 Spring St. NW Atlanta, Ga. 30309	
Public Health Service Environmental Health Service U.S. Dept. of Health and Human Services Rockville, Md. 20852	Reprints, pamphlets
Environmental Health Section Division of Physical Health Georgia Dept. of Human Resources Atlanta, Ga. 30349	

Eyesight

Georgia Foundation of the Blind 3614 Canadian Way Tucker, Ga. 30084	Books, pamphlets, journals, newsletters, films
Georgia Optometric Association 4289 Memorial Dr. Decatur, Ga. 30032	Pamphlets, posters, films, transcriptions, and scripts for broadcast use, catalog
Better Vision Institute, Inc. 230 Park Ave. New York, N.Y. 10017	Packet of materials
Georgia Society for the Prevention of Blindness 2025 Peachtree Rd. NE Atlanta, Ga. 30309	Films, pamphlets, exhibits, radio and television spots
Georgia Lions Lighthouse Foundation, Inc. 1711 Tully Circle NE Atlanta, Ga. 30303	

Family Life Education

American Medical Association Dept. of Health Education 525 N. Dearborn St. Chicago, Ill. 60610	Pamphlet series
American Social Health Association 100 Edgewood Ave. NE Atlanta, Ga. 30303	Pamphlet and posters
Childbirth Education Assn. of Atlanta 1750 Peachtree St. NW Atlanta, Ga. 30309	
Georgia Right to Life, Inc. 534 Medlock Rd. Decatur, Ga. 30030	
Kimberly-Clark Corportation Life Cycle Center P.O. Box 2001 Neenah, Wisc. 54956	Materials to supplement health and family life education courses

Mental Health Materials Center 419 Park Ave. South New York, N.Y. 10016	Selective references guides, plays and other publications for mental health and family life education programs
Planned Parenthood Association Southeast Region Office 3030 Peachtree Rd. NE Atlanta, Ga 30303 Or local area office	Pamphlets, posters, films, some Spanish-language material available
Public Affairs Committee, Inc. 381 Park Ave. South New York, N.Y. 10016 SIECUS 1855 Broadway New York, N.Y. 10010	Pamphlets on child guidance, family well-being, marriage and special family concern
Tampax, Inc. Dept. H. Education Director 5 Dakota Dr. Lake Success, N.Y. 11040	Educational materials on menstruation
First Aid	
American National Red Cross 1925 Monroe Dr. NE Atlanta, Ga. 30324 Or a local office	Films, pamphlets, textbooks, exhibits, radio scripts
Johnson & Johnson Health Care Division 501 George St. New Brunswick, N.J. 08901	Folder and chart
Foot Care	
Georgia Podiatry Association First National Bank Bldg. Decatur, Ga. 30030	Leaflets, pamphlets, films, exhibits
Health (General)	
Medical Association of Georgia 938 Peachtree St. NE Atlanta, Ga. 30309	Pamphlets, posters
Georgia Osteopathic Medical Association 2157 Idlewood Rd Tucker, Ga. 30084	Pamphlets, reprints and publications
American Public Health Association 1015 Fifteenth St. NW Washington, D.C. 20005	Educational qualification of health workers, health guides, control handbooks, housing manuals, standard laboratory procedures
Consumers Union of U.S., Inc. 256 Washington St. Mount Vernon, N.Y. 10550	Reprints, books, booklets and consumer education materials for classroom use

Metropolitan Life Insurance Company Health & Welfare Division 1 Madison Ave. New York, N.Y. 10010	Catalogs, pamphlets, films, filmstrips related to personal, family, school and community health
Social & Rehabilitation Service U.S. Department of Health & Human Services Washington, D.C. 20201	General information, films, exhibits, radio-TV spots
Adult Health Unit Division of Physical Health Georgia Dept. of Human Resources 618 Ponce de Leon Ave. NE Atlanta, Ga. 30308	
Home Health Education Service Seventh Day Adventists 3978 Memorial Dr. Decatur, Ga. 30032	
Your local health department or health district	Films, pamphlets, speakers

Health Careers

American Association for Rehabilitative Therapy Box No. 93 North Little Rock, Ark. 72115	Pamphlets
American Dental Association Division of Career Guidance 211 E. Chicago Ave. Chicago, Ill. 60611	Career information
American Dietetic Association 620 N. Michigan Ave. Chicago, Ill. 60611	Careers in dietetics
American Hospital Association Division of Health Careers 840 N. Lake Shore Dr. Chicago, Ill. 60611	Pamphlet, posters
American Medical Association Dept. of Health Education 535 N. Dearborn St. Chicago, Ill. 60610	Health career information
Association for the Advancement of Health Education 1900 Association Dr. Reston, Va. 22091	Careers in health education
National Health Council 1740 Broadway New York, N.Y. 10019	Guidance to many sources of information on health careers.

Hearing

Georgia Association for the Deaf 250 Georgia Ave. SE Room 211 Atlanta, Ga. 30312	Pamphlets
National Association of Hearing and Speech Agencies 919 18th St. NE Washington, D.C. 20006	Information on speech and hearing problems. Pamphlets, posters, television spots, films
Easter Seal Society 3254 Northside Pkwy, NW Atlanta, Ga. 30309	Pamphlet on "Do's and Don'ts" for deaf children

Hospital Services

Georgia Hospital Association 92 Piedmont Ave., NE Atlanta, Ga. 30308	Pamphlets, posters

Mental Health

Connecticut Mutual Life Insurance Co. Human Relations Program 140 Garden St. Hartford, Conn. 06115	Cartoon booklets, available to teachers
Mental Health Materials Center 419 Park Ave., South New York, N.Y. 10016	Selective reference guides, plays and other publications for mental health and family life education programs
Metropolitan Life Insurance Company Health & Welfare Division 1 Madison Ave. New York, N.Y. 10010	Booklets and films
Georgia Association for Mental Health, Inc. 85 Merritts Ave., N.E. Atlanta, Ga. 30308 Or nearest Community Mental Health Center	Pamphlets, books, films, plays
National Institute of Mental Health 5600 Fisher Lane Rockville, Md. 20852	Pamphlets, bibliographies, bulletins

Nutrition

Georgia Dietetic Association, Inc. 5019 Mountclaire Rd. Stone Mountain, Ga. 30047	Booklets and materials for teachers
American Home Economics Association 2010 Massachusetts Ave. NW Washington, D.C. 20036	Pamphlets, reprints
Georgia Cooperative Extension Service 47 Trinity St. SW Atlanta, Ga. 30037	

Office of Nutrition Division of Physical Health Georgia Dept. of Human Resources 47 Trinity Ave. SW Atlanta, Ga. 30334	
Cereal Institute, Inc. 135 South LaSalle St. Chicago, Ill. 60603	Leaflets, source books, charts, strips on breakfast and cereals
Georgia Dairy & Food Nutrition Council of the Southeast, Inc. 5825 Glenridge Dr., NE Bldg. 1, Suite 108 Atlanta, Ga. 30328 (Affiliated with National Dairy Council) Offices also in Augusta, Columbus, Macon, Moultrie and Savannah	Curriculum materials, films, filmstrips, displays by grade level
Wheat Flour Institute Supervisor of Distribution 14 E. Jackson Blvd. Chicago, Ill. 60604	Pamphlets, posters, filmstrips
Occupational Therapy	
American Occupational Therapy Association 6000 Executive Blvd., Suite 200 Rockville, Md. 20852	Pamphlets, films, posters, list of publications
Physical Fitness	
American Medical Association Committee on Exercise & Physical Fitness 535 N. Dearborn St. Chicago, Ill. 60610	
Association for the Advancement of Health Education 1900 Association Dr. Reston, Va. 22091	Films, parnphlets, award system
Commercial Union Assurance Company Public Relations Department One Beacon St. Boston, Mass. 02108	Booklets, posters
Liberty Mutual Insurance Company Public Relations Department 175 Berkeley St. Boston, Mass. 02117	
President's Council on Fitness and Sports OHIPPFSM Dept. of Health and Human Services Washington, D.C. 20014	
Rehabilitation	
American Association for Rehabilitative Therapy Box No. 93 North Little Rock, Ark.72115	Pamphlets

CNA Financial Corporation Communications Department 310 S. Michigan Ave. Chicago, Ill. 60604	Reprints
Rehabilitation Services Administration Social and Rehabilitative Service U.S. Department of Health and Human Services Washington, D.C. 20201	Leaflets, pamphlets, reports, films

School Health

American School Health Association Kent, Ohio 44240	
American Medical Association Dept. of Health Education 535 N. Dearborn St. Chicago, Ill. 60610	
Georgia Department of Education Health Education Twin Towers East Atlanta, Ga. 30334	Curriculum guides
Association for the Advancement of Health Education 1900 Association Dr. Reston, Va. 22091	Books, pamphlets, charts, audiovisuals, catalog of additional teaching materials
Child Health Section Division of Physical Health Georgia Department of Human Resources 47 Trinity Ave. SW Atlanta, Ga. 30334	
Georgia Congress of Parents & Teachers Comprehensive Health Education 114 Baker St., NE Atlanta, Ga. 30308	

Organizations Which Offer Materials On Specific Health Issues

Many of the sources listed under the heading Health (General) have materials on individual diseases.

Alcoholism	**Materials Available**
Aetna Life and Casualty Company Education Department 151 Farmington Ave. Hartford, Conn. 06115	Free loan film
Kemper Insurance Advertising and Public Relations Dept. 110 10th Ave. Fulton, Ill. 61252	Pamphlets on employees with drinking problems

Georgia Citizens Council on Alcoholism
2045 Peachtree Rd. NE
Atlanta, Ga. 30303

Metro Atlanta Council on Alcohol & Drugs, Inc. — Pamphlets, books
National Council on Alcoholism Affiliate
2045 Peachtree Rd. NE
Atlanta, Ga. 30303

National Institute on Alcohol Abuse and Alcoholism — Pamphlets, reprints, reports
National Institute of Mental Health
5600 Fishers Lane
Rockville, Md. 20852

Education and Prevention Center
Alcohol and Drug Services Section
Division of Mental Health
Georgia Dept. of Human Resources
618 Ponce de Leon Ave.
Atlanta, Ga. 30308

Allergies

Allergy Foundation of America
801 Second Ave.
New York, N.Y. 10017

National Institute of Allergy and Infectious Diseases — Pamphlets, reprints and reports
Office of Information
Bethesda, Md. 20014

Arthritis and Rheumatism

The Arthritis Foundation, Georgia Chapter
2799 Delk Rd. SE
Marietta, Ga. 30067

Birth Defects

National Foundation, March of Dimes — Pamphlets, films
Regional Office
3379 Peachtree Rd. NE
Suite 780
Atlanta, Ga. 30326

Cancer

Adult Health Section
Division of Physical Health
Georgia Dept. of Human Resources
618 Ponce de Leon Ave. NE
Atlanta, Ga. 30308

American Cancer Society — Pamphlets, films
Georgia Division
1422 W. Peachtree St. NE
Atlanta, Ga. 30309
Or local area office

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Cerebral Palsy

United Cerebral Palsy of Georgia, Inc.
361 E. Paces Ferry Rd., NE
Atlanta, Ga. 30305

Cystic Fibrosis

Cystic Fibrosis Foundation — Leaflets, films
Georgia Chapter
3384 Peachtree Rd. NE
Atlanta, Ga. 30309

Diabetes

Georgia Affiliate
American Diabetes Association, Inc.
1447 Peachtree St. NE
Atlanta, Ga. 30309

Adult Health Section
Division of Physical Health
Georgia Dept. of Human Resources
618 Ponce de Leon Ave. NE
Atlanta, Ga. 30308

Drug Dependence and Abuse

American Social Health Association — Pamphlets
100 Edgewood Ave. NE
Atlanta, Ga. 30303

Connecticut General Life Insurance Company — Pamphlets
Advertising and Public Relations Dept. 319
Hartford, Conn. 06115

Education and Prevention Center
Alcohol and Drug Services Section
Division of Mental Health
Office of Prevention
Georgia Dept. of Human Resources
618 Ponce de Leon Ave. NE
Atlanta, Ga. 30308

Metropolitan Atlanta Council on Alcohol and Drugs, Inc.
2045 Peachtree Rd. NE
Atlanta, Ga. 30308

National Institute of Drug Abuse — Publications and pamphlets on drug abuse
11400 Rockville Pike
Rockville, Md. 20852

Pharmaceutical Manufacturers Association — Publication on prescriptions, drug industry, drug abuse and other health related subjects
Public Relations Division
1155 Fifteenth St., N.E.
Washington, D.C. 20005

PROJECT PRIDE
c/o Health Education Coordinator
Health and Physical Education Building
University Plaza
Georgia State University
Atlanta, Ga. 30303

Emergency Medical Services

Emergency Medical Services
Division of Physical Health
Georgia Dept. of Human Resources
618 Ponce de Leon Ave. NE
Atlanta, Ga. 30308

Pamphlets, films

Genetic Disease

Sickle Cell Foundation of Georgia, Inc.
2391 Sewell Rd. SW
Atlanta, Ga. 30311

Child Health Section
Division of Physical Health
Georgia Dept. of Human Resources
47 Trinity Ave. SW
Atlanta, Ga. 30334

National Foundation—March of Dimes
Regional Office
3379 Peachtree Rd. NE
Atlanta, Ga. 30326

National Genetics Foundation
250 W. 57th St.
New York, N.Y. 10019

Leaflets on genetic counseling and the NGF Network

National Tay-Sachs & Allied Diseases
Public and Professional Information
122 E. 42nd St.
New York, N.Y. 10017

Pamphlet, reprint

Heart Disease

Schools Program Coordinator
Georgia Heart Association
2581 Piedmont Rd. NE
Atlanta, Ga. 30324

Adult Health Section
Division of Physical Health
Georgia Department of Human Resources
618 Ponce de Leon Ave. NE
Atlanta, Ga. 30308

Kidney Disease

Kidney Foundation of Georgia
3330 Peachtree Rd. NE
Atlanta, Ga. 30326

Adult Health Section
Division of Physical Health
Georgia Dept. of Human Resources
618 Ponce de Leon Ave. NE
Atlanta, Ga. 30308

National Kidney Foundation 315 W. Ponce de Leon Decatur, Ga. 30030	Pamphlets, newsletter, some Spanish-language material

Leukemia

Georgia Chapter Leukemia Society of America, Inc. 1750 Peachtree NW Atlanta, Ga. 30309	Pamphlets

Multiple Sclerosis

Multiple Sclerosis Society 1776 Peachtree St. NW Atlanta, Ga. 30309	Pamphlets, medical papers, audio-visuals, loan films and posters, equipment

Muscular Dystrophy

Muscular Dystrophy Association of America, Inc. 1699 Tully Circle, NE Suite 105 Atlanta, Ga. 30329	Equipment, pamphlets

Obesity

Connecticut General Life Insurance Company Advertising and Public Relations—319 Hartford, Conn. 06115	Pamphlets
Liberty Mutual Insurance Company Public Relations Department 175 Berkeley St. Boston, Mass. 02117	Pamphlets
Metropolitan Life Insurance Company Health and Welfare Division 1 Madison Ave. New York, N.Y. 10010	Booklets, films, weight tables

Parkinson's Disease

National Parkinson Foundation, Inc. 1501 NW Ninth Ave. Miami, Fla. 33125	Leaflets

Respiratory Diseases

Program Consultant Georgia Lung Association 1383 Spring St. NW Atlanta, Ga. 30309 Or any of 10 branch offices located throughout Georgia	Films, pamphlets
Adult Health Section Division of Physical Health Dept. of Human Resources 618 Ponce de Leon Ave., NE Atlanta, Ga. 30308	

Smoking and Health

Schools Program Coordinator
Georgia Heart Association
2581 Piedmont Rd. NE
Atlanta, Ga. 30324

Program Consultant
Georgia Lung Association
1383 Spring St. NW
Atlanta, Ga. 30309
Or any of 10 branch offices located throughout Georgia

Center for Disease Control
Bureau of Health Education
National Clearinghouse for Smoking and Health
1600 Clifton Rd. NE
Atlanta, Ga. 30333

Home Health Education Service
Seventh Day Adventists
3978 Memorial Dr.
Decatur, Ga. 30032

Sudden Infant Death

Sudden Infant Death Foundation
60001 Tracy Valley Dr.
Norcross, Ga. 30071

Tuberculosis

Program Consultant — Pamphlets
Georgia Lung Association
1383 Spring St. NW
Atlanta, Ga. 30309
Or local offices

Northwest Georgia Regional Hospital
400 Redmond Rd.
Rome, Ga. 30161

Sexually Transmitted Diseases

American Social Health Association
100 Edgewood Ave. NE
Atlanta, Ga. 30303

Venereal Disease Section
Division of Physical Health
Georgia Dept. of Human Resources
618 Ponce de Leon Ave. NE
Atlanta, Ga. 30308

Connecticut General Life Insurance Company
Advertising and Public Relations—319
Hartford, Conn. 06115

Center for Disease Control — Pamphlets and display material
Veneral Disease Control Division
1600 Clifton Rd. NE
Atlanta, Ga. 30333

Appendices

Appendix A

Description of Child Health Record Form HC 4.1, Revised 8/60

This card is designed for use in the school as a method of obtaining from the parent a health history and other information concerning the individual child. Such information might be of use to the school in meeting the needs of the child.

It is suggested that the parent be given the card at the time of preregistration in the spring (in those school systems where preregistration of first grade children is held), in the fall at time of entrance or when children transfer from another school. The front side of the card is to be filled in by the parent before presentation to the physician. The card is to be taken to the doctor at the time of physical examination, and the doctor is to list findings thereon.

There is a place for immunizations, and it is hoped that the doctor will fill this in. In some instances where the immunizations have been done by the public health department this portion will have to be filled in by the parent with the assistance of the public health nurse in the local health department.

It is hoped that the physician will make recommendations concerning the child's ability to participate in the usual physical education and school sports program. Where physical handicaps exist, the physician should make recommendations as to how the school might be most helpful to the child.

This card is a medical record and it is the responsibility of the principal and school nurse or public health nurse to decide where it can be filed appropriately. Some nurses may have offices in the schools with files available to them; others will prefer to use the public health department files for this record. When the card is filed in a location other than the school, it becomes the nurse's responsibility to keep school officials aware of significant medical and nursing recommendations and to assist in recording this information in the appropriate place within the school ("Teacher's Health Observation Card," "Students Accumulative Record").

It is recognized that this card provides space for only one physical examination, but to be fair to the physician and parent one complete card is needed. For those children having other periodic examinations, a plain sheet of paper may be used for this, or additional HC 4.1 forms as desired.

Appendix B
Child Health Record

(This side to be filled in by parent before presentation to physician.)

School _____ Grade _____ Year _____ County _____
Name _____ Birth date _____ Age _____ Sex _____ Race _____
Address _____ Parent or Guardian _____ Phone _____
_____ Religion _____
Number of adults 21 years and older in the home _____; children _____ Diseases in the home at present or in past: (TB, mental illness, etc.)
_____

Past Illnesses

(Check – giving approximate dates.)

Frequent colds _____ Stomach upsets _____
Frequent sore throats _____ Kidney trouble _____
Sinusitis _____ Heart Trouble _____
Abscessed ears _____ Rheumatic fever _____
Bronchitis _____ Convulsions _____
Asthma _____ Tuberculosis _____
Allergies _____ Diabetes _____
Serious ivy poisoning _____ Other (specify) _____
Operations or serious injuries (specify) _____ _____
_____ _____
_____ _____

Diseases

Chicken pox _____ Scarlet fever _____
Measles (kind) _____ Poliomyelitis _____
Mumps _____ Whooping cough _____

Other illnesses or diseases or details of above _____
_____

Parent or Guardian Comments

Behavior _____
Fainting _____
Menstruation _____
Bed wetting _____
Other (specify) _____

GEORGIA DEPARTMENT OF PUBLIC HEALTH
Form HC4.1; Revised 10-82

Physical Examination

(By Licensed M.D.)

Date of examination _____

Height _____ Weight _____

Musculoskeletal _____

Skin: Scabies
Athlete's foot
Impetigo
Other

_____

Eyes _____ Vision: R 20 _____ L 20 _____

Ears _____ Hearing _____

Nose _____

Throat _____

Teeth _____

Heart _____

Lungs _____

Abdomen: Genitalia
Hernia

_____

Urinalysis _____

Other lab tests _____

Immunizations

	Date primary series completed	Date of last booster
Diphtheria		
Pertussis		
Tetanus	_____	_____
Poliomyelitis	_____	_____
Smallpox	_____	_____
Other (specify)	_____	_____
	_____	_____
Tuberculin test	_____ Date	_____ Result

Physician's Comments and Recommendations

This person is in satisfactory condition and may engage in all usual activities except as noted:

_____ M.D.

Address _____

_____

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Appendix C

Description of Teacher's Health Observation Card, HC 4.2

The Teacher's Health Observation Card serves as a guideline for observing children in order to gain insight into their physical and emotional health. Focusing on a child's appearance, behavior and performance, teachers recognize that children are different in many ways.

By carefully recording observations, teachers can gather data which may identify a child's need for assistance by the teacher, nurse or others. Recorded observations from year to year also allow each teacher to be aware of a child's special health needs.

Notes on Follow-Up provides space to record pertinent data on the planning of care and follow-up received by the child. Results of the teacher's consultation with the nurse and others should be recorded here also.

This form can be ordered from the State Health Department through the local health department.

Georgia Department of Public Health
Child Health Service
March, 1971

Appendix D

Teacher's Health Observation Card

_____ COUNTY

_____ SCHOOL

NAME _____ M ___ F ___ W ___ NW ___ DATE OF BIRTH _____
(PRINT) LAST FIRST MIDDLE

ADDRESS _____ PHONE _____
NO. STREET CITY COUNTY

PARENTS' NAME _____ FAMILY DOCTOR _____

SCHOOL GRADE		Kdg. or Sp. Cl.	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
Date (Mo. and Yr.)														
RESULTS OF SCREENING														
Height														
Weight														
Vision Test	Pass													
	Fail													
Hearing Test	Pass													
	Fail													
Tuberculin	Negative													
	Positive													
Teeth	Good													
	Work Needed													
GENERAL:														
Pale, Frail														
Tires Easily														
Irritable, Cross														
Attention Span Short														
Weight Problem														
EYES:														
Sties or Crusted Lids														
Crossed Eyes														
Frowns, Strains to See														
EARS:														
Malodorous Discharge														
Earaches														
Comprehends Poorly														
NOSE AND THROAT:														
Mouth Breathing														
Frequent Colds														
Frequent Sore Throat														
Nasal Discharge														
Frequent Nosebleed														

Georgia Department of Public Health
Form HC 4-2, Revised 1982

SCHOOL GRADE	Kdg. or Sp. Cl.	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
Date (Mo. and Yr.)													
OTHER: Obvious Physical Defects													
BEHAVIOR: 1. DOES HE SHOW VERY PECULIAR BEHAVIOR, SUCH AS: - Twitching or other strange mannerisms which he does not seem able to control?													
- Often hurting other children without reason?													
- Destroying things so much that he has been put out of play or school group?													
- Extreme fear of anything new and always staying close to parents?													
- Complete lack of interest in anything, either people or surroundings?													
2. DOES HE FOR LONG PERIODS OF TIME GO BACK TO A MORE CHILDISH MANNER OF ACTING OR SPEAKING?													
3. DOES HE REPEATEDLY: - Run away from home?													
- Play hooky from school?													
- Have trouble with courts, school or other authorities?													
4. ARE HIS FAVORITE ACTIVITIES ONES WHICH HE ENGAGES IN ALONE?													
5. DOES HE USE SICKNESS (REAL OR IMAGINED) TO AVOID CONTACTS WITH PEOPLE?													
ACCIDENTS: (SPECIFY)													

NOTES ON FOLLOW-UP (RESULTS OF MEDICAL AND DENTAL CORRECTIONS. PLEASE SIGN NOTES.)

DATE ENTRIES BY TEACHER AND NURSE

Appendix E
Parents' Letter For Participation

To: Parents

From:

Subject: Health and Physical Education

We would like to welcome your child to _____ School. We are looking forward to having your child participate in health and physical education which we know is an integral phase of growth and development.

Health and physical education are required annually for all students in Georgia beginning in kindergarten and continuing through grade eight. Additional requirements are mandated at the secondary level.

If your child cannot participate in the regular physical education program, please mark **restricted program** on the portion of this letter to be returned.

If restricted program is marked, this must be accompanied by the examining physician's form. If regular program is marked, then your child is expected to participate in the regular program of health and physical education. If your child cannot participate, because of a temporary restriction, you may write a note which will excuse the child for that day.

.....

_____
Name of Student

I have recieved your letter and am returning the following information for the classification of the above-named student in the health and physical education program.

Please list any crippling diseases, such as broken bones, polio, epilepsy, asthma, diabetes, rheumatic fever, etc.

1. _____ 3. _____
2. _____ 4. _____

PLEASE CHECK THE APPROPRIATE SPACE

REGULAR PROGRAM _____ *RESTRICT PROGRAM* _____
(MEDICAL FORM TO BE ATTACHED)

ADDITIONAL COMMENTS OR EXPLANATIONS

_____

_____

Signed _____
Parent or Guardian

Appendix F

Physician's Statement

Name of Student _____

This student believes that he or she should receive a restricted program in physical education because of physical disability. After examination, please give us your opinion as to the activities in which this student may safely participate.

_____
Physical Education Teacher

. . . . . .

I have examined this student and have advised the parents as to the best procedure to follow to safeguard and improve health. I report the following.

Code: OK=Normal X=Needs Correction T=Under Treatment C=Corrected

Height	_____	Ears	_____	Heart	_____
Weight	_____	Eyes	_____	Lungs	_____
Skin	_____	Nose	_____	Hernia	_____
Nutrition	_____	Teeth	_____	Orthopedic	_____
Blood Pressure	_____	Nostrils	_____	Endocrine	_____

This student is physically able to participate in the regular course of physical education. Yes _____ No _____
(If answer is No, please complete form below.)

_____ is under my care for _____
Disability

From _____ 19____ to _____ 19____.

He/she cannot participate in the following activities.

_____ Running (jogging)
_____ Throwing
_____ Tumbling
_____ Rope climbing
_____ Skipping
_____ Jumping
_____ Swimming
_____ Trampoline
_____ Fitness training
_____ Fitness testing
_____ _____
_____ _____

_____ Push ups
_____ Sit ups
_____ Running (sprinting)
_____ High jumping
_____ Broad jumping
_____ Tag football
_____ Volleyball
_____ Basketball
_____ Tetherball
_____ Softball
_____ _____
_____ _____

_____ Phone

_____
M.D.

_____
Address

Appendix G
Accident Report Form·

School_____ Address_____ Zip Code_____

I. Student Information

A. Name_____ B. Grade_____ C. Age_____
Last First Middle

D. Sex — □ Male □ Female E. Teacher_____

II. Accident Information

A. Time of accident □ A.M. □ P.M. B. Date_____

C. Supervised activity □ Yes □ No Name of instructor present_____

D. Nature of injury (may be completed after medical examination)

1. □ Abrasion
2. □ Animal or insect bite
3. □ Asphyxiation
4. □ Bruise
5. □ Burn
6. □ Concussion
7. □ Contact-toxic substance
8. □ Cut
9. □ Dental
10. □ Dislocation
11. □ Foreign body
12. □ Fracture
13. □ Heat exhaustion
14. □ Laceration
15. □ Puncture
16. □ Shock, fainting
17. □ Sprain
18. □ Other ____ _____

E. Part of body injured

I. Head
1. □ Scalp
2. □ Back
3. □ Front
4. □ Eyes
5. □ Ear
6. □ Nose
7. □ Mouth
8. □ Teeth
9. □ Neck

II. Trunk
1. □ Chest
2. □ Abdomen
3. □ Back

III. Arms
1. □ Shoulder
2. □ Upper arm
3. □ Elbow
4. □ Lower arm
5. □ Hand
6. □ Fingers

IV. Legs
1. □ Hip
2. □ Upper leg
3. □ Knee
4. □ Lower leg
5. □ Foot
6. □ Toes

F. Location of accident

1. □ Athletic field
2. □ Cafeteria
3. □ Classroom
4. □ Gym
5. □ Hallway
6. □ Lab
7. □ Playground
8. □ Restroom
9. □ Shower—dressing rooms
10. □ Stairs
11. □ Street
12. □ School bus
13. □ Vocational shops
14. □ Other_____

III. Contributing Causes

A. Environmental factors
1. □ Crowding
2. □ Doors
3. □ Drinking fountain
4. □ Equipment
5. □ Floors
6. □ Surface
7. □ Lighting
8. □ No handrail
9. □ Mechanical defects
10. □ Ventilation
11. □ Weather
12. □ Other_____

B. Human factors
1. □ Active game
2. □ Fatigue
3. □ Fighting
4. □ Horseplay
5. □ Improper attitude
6. □ Lack of training or experience
7. □ Preoccupation
8. □ Running
9. □ Violation of rules
10. □ Other_____

C. Agents
1. □ Animal or insect
2. □ Electricity
3. □ Fire
4. □ Gases
5. □ Liquids
6. □ Physical ed. equipment
7. □ Pencil
8. □ School equipment
9. □ Solids
10. □ Student
11. □ Vehicle
12. □ Other

IV. Accident Description

Describe the accident in your own words. Please give all details so that this accident report may be used to prevent other similar accidents.

V. Post Accident Information

A. Was first-aid given? ☐ Yes ☐ No By whom _____
Describe _____

B. Does health record indicate tetanus immunization currently effective? ☐ Yes ☐ No

C. Was parent or other responsible person notified? ☐ Yes ☐ No By whom _____ time _____

D. If no, explain _____

E. Was student sent home? ☐ Yes ☐ No If yes, was he accompanied? ☐ Yes ☐ No

F. Was student sent to physician? ☐ Yes ☐ No Name of physician _____

G. Was student sent to hospital emergency room? ☐ Yes ☐ No Name of hospital _____

H. Method of transportation _____

I. Days absent _____

J. Extent of property damage _____

VI. Action Taken to Prevent Similar Accident

A. Instructional

1. ☐ Discussed at staff meeting
2. ☐ Discussed in each class as part of regular instruction
3. ☐ Discussed with parent
4. ☐ Personal instruction given to student
5. ☐ Personal instruction given to personnel in charge
6. ☐ Presented as a subject of assembly program

B. Policy or corrective action

1. ☐ Corrected operational procedures
2. ☐ Notified school safety committee
3. ☐ Repaired faulty equipment
4. ☐ Safety specialist invited to school to assist in safety program
5. ☐ Safety rules amended to prevent recurrence
6. ☐ Suggest closer supervision

C. Other

D. No action taken ☐

VII.

Signed _____ **Title** _____ **Date** _____

Teacher _____

Other Witness _____

_____

*Issued by the Division of Elementary and Secondary Education, Bureau of Instruction, Kentucky Department of Education - Wendell P. Butler, Superintendent of Public Instruction.

Appendix H
First Aid Supplies*

Basic supplies—for units of 100 children or less

Adhesive compresses, 1 inch (Band-aid type)	Package of 100
Sterile gauze squares 3 inches x 3 inches, individually wrapped (steripad type)	Package of 25
Roll of sterile guaze, 4 inches wide by 5 yards long	1 package
Triangular bandages	3 bandages
Adhesive tape, ½ inch	3 rolls
Adhesive tape, 1 inch	1 roll
Roller bandages, 1 inch	6 rolls
Roller bandages, 2 inches	6 rolls
Splints, Yucca No. 1 (or equivalent metal splints)	6 splints
Absorbent cotton (sterile)	¼ lb.
Applicator sticks, cotton tip	25
Ammonia (Aspiral No. 1)	1 box (4)
Table salt	1 package
Soap cake or Phisohex (4 oz. bottle)	1 cake or bottle
Flashlight	1 flashlight
Scissors, blunt end	1 pair
Safety pins, medium size	24 pins
Red Cross First-aid Textbook (latest edition)	1 book

Quantities depend somewhat on nearness to physician. In isolated areas, a four-ounce bottle of zephiran or merthiolate may be used as a skin antiseptic, if approved by the local physician.

Schools with more than 100 pupils should have dispensable supples in proportion. Large schools might have more than one cabinet of supplies located in areas throughout the building.

No fever thermometer should be located at school. Medical personnel are the only ones authorized to use a thermometer.

*__Emergency Care for Sickness and Accidents Occurring at School__, Issued by the Division of Elementary and Secondary Education, Bureau of Instruction, Kentucky Department of Education—Wendell P. Butler, Superintendent of Public Instruction.

Appendix I

Steps to Curriculum Development

One of the most desired products of a local school system is a graduating senior prepared to function competently as a citizen in society. Realizing that all aspects of the school affect and influence the development of such a citizen and that curriculum is an on-going circular process, the committee suggests the following as a possible plan of action for curriculum study, development and implementation.

Task	Responsibility	Timeline
1. Formulate planning committee	Superintendent and curriculum director	
2. Develop local school system educational goals	Planning committee	
3. Review Georgia Board of Education goals	Planning committee (and outside consultants)	
4. Review high school graduation requirements and Criterion-referenced Test objectives	Planning committee (and outside consultants)	Steps 1 - 7 will take approximately 6 months
5. Align, cross-reference and combine all goals and requirements	Planning committee	
6. Rank the goals developed in 5 above	General public, administrators, teachers, parents, students	
7. Develop and validate essential skills expected of each graduating senior. These skills should be keyed to the goals of 6 above and should cut across all disciplines.	Planning committee and system teachers	
8. Review existing curriculum to ensure inclusion of essential skills, concepts and desired experiences	Planning committee	
9. Develop curriculum in each discipline, based on 7 and 8 above (Should include Concepts/Skills Continuum or scope and sequence K-12)	Teachers (subject area committees) with consultative help	Steps 8 and 9 will require one year
10. Field-test curriculum	Administrators and teachers	Requires one additional year
11. Review and revise curriculum	Administrators, community leaders, teachers, students	Summer following field test
12. Implement curriculum		
13. Evaluate for continuous curriculum revision		

Appendix J

Suggested Elements for a Secondary Course Guide

Title
Course Description
Course Objectives
Course Content
Instructional Activities
Procedures for Evaluation of Course Objectives
Resources

Definitions

Title

A course title should succinctly reflect the nature of the course.

Course Description

A course description is a brief paragraph describing the course content and is to be included in the course catalog.

Course Objective

A course objective should contain the following.

1. Condition (the setting)
2. Task
3. Level of acceptability

(For examples see Sample Course Objectives.)

Note that condition may grow out of many tasks or one task may grow out of several conditions. Level of acceptability can be described in percentage of success, whether done or undone, how much time it takes to do it. The level of acceptability may be adjusted to the individual student.

Course Content Outline

The course content is an outline of topics.

Instructional Activities

Instructional activities are those relating to the achievement of objects. (For examples see Modes of Learning.)

Procedures for Evaluation of Course Objectives

Evaluation represents methods of assessing student attainment of course objectives. Note that every objective keyed to a state competency performance standard must be specifically assessed. (See Evaluation Processes.)

Resources

Instructional resources are defined as print and nonprint media, equipment and human resources which are effective in helping to achieve learning objectives.